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ABSTRACT

This survey sought to determine workload and stress levels of college teaching staff represented by the Association of Staff in Tertiary Education (ASTE) of New Zealand. The survey examined issues related to workload and stress including: perceptions of workload, sources of stress, work responsibilities/roles, quality of work areas, student numbers, reasons for changes, pace of change, status of employment, salary, job satisfaction, issues of concern, potential improvements to job, participation in training and studying, and institutional goals. Survey respondents (N=555) indicated that most were experiencing increasing levels of workload and stress. Increasing work hours were reported with increases coming from course planning, assessment, student queries, and student pastoral care. Sources of stress reported included lack of relieving staff, low institutional morale, level of workload, and work interruptions. Among issues of concern identified were funding and resources, senior management, work conditions, and policy changes. Despite high workloads, half of respondents reported being satisfied or very satisfied with their jobs and only 27 percent reported dissatisfaction. However, 48 percent of respondents reported increased levels of job dissatisfaction. (Contains 22 references.) (JLS)

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WORKLOAD AND STRESS

A REPORT OF ASTE MEMBERS

Ned Hardie-Boys

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Te Hau Takitini o Aotearoa
Association of Staff in Tertiary Education

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Ned Hardie-Boys

New Zealand Council for Educational Research / Te Rūnanga o Aotearoa
mō te Rangahau i te Mātauranga

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Te Hau Takitini o Aotearoa / Association of Staff in Tertiary Education

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NOTE

This survey and report is based on members of the Association of Staff in Tertiary Education (ASTE). Respondents of the survey are employed and categorised in polytechnics (24 including technology institutes), the Open Polytechnic of New Zealand, colleges of education (6 including the Waikato School of Education), or Rural Education Activities Programmes (REAPs). ASTE members are predominantly associated with academic positions within their institutions with the exception of REAP staff. Eleven of the 13 REAPs in New Zealand are represented by ASTE and included in this work. REAPs are run as locally based incorporated societies offering an educational resource to rural communities across early childhood, primary, secondary, and continuing education sectors. Learning opportunities provided by REAPs include formal, informal, and non-formal programmes. Often REAPs act in a brokerage role between the community and a rural education provider.

SUMMARY

The survey sought to determine workload and stress levels of staff represented by ASTE in the context of recent educational reforms. A number of issues relating to workload and stress were included:

- perceptions of workload
- sources of stress
- work responsibilities/roles
- quality of work areas
- student numbers
- reasons for changes
- pace of change
- status of employment
- salary
- job satisfaction
- issues of concern
- potential improvements to job
- participation in training/studying
- institutional goals

Responses to the survey were analysed for a range of different groups according to:

- type of institution (REAP, Open Polytechnic, polytechnic, or college of education);
- occupational group (trades tutor, health professional, or lecturer of a degree course);
- gender;
- ethnicity; and
- tenure of employment.

The results are presented according to institution type. Where the analysis has shown an issue to be significantly different for a particular group, and that the difference did not occur by chance, then this has also been reported.

The results of the survey indicate increasing levels of workload and stress for the majority of staff. The average workload from survey data was calculated as 47.9 hours per week. The workload diary produced a figure of 50.3 hours per week. Half of all staff felt their work to be often or almost always stressful.

The most significant workload increases occurred in course planning, assessment, student queries, and student pastoral care. A considerable majority of Open Polytechnic staff also reported an increase in teaching.

Along with increased workload and high stress levels came some improvements in teaching, student evaluations of teaching, and course planning—areas that relate to the specific job of teaching. However, a deterioration in work situation was expressed over funding levels and changed forms of funding, ability to take leave, and working life in general—areas that encompass wider issues relating to employment.

Respondents indicated a range of reasons for changes to their workload. Of most importance were new or expanded job requirements, greater student expectations, requirements of the National Qualifications Framework, changes to administration requirements, and a greater number of students.

A range of reasons were also given to indicate sources of work-related stress. Availability of relieving staff, institutional morale, level of workload, and interruptions to work rated as the primary sources of stress. Factors which were rated as least often contributing to work stress included relations with: students, ASTE, outside clients, colleagues, and those supervised. Issues of workload, senior management, and the curriculum were the primary sources of stress mentioned in response to an open-ended question.

Funding and resourcing, senior management, work conditions, and recent policy changes were the issues of most concern to survey participants. A reduction and/or future uncertainty over funding was the primary concern within these broader issues. Funding and resourcing issues and work conditions featured

prominently again as areas in which changes would make respondents' jobs more worthwhile. Salary improvement and improved facilities and resources dominated these issues. Changes to staff workload and improved opportunities for professional development also featured often as factors that would make jobs more worthwhile.

Connections between workload and work stress were established in the analysis. The 50 percent of respondents who expressed work stress often or almost always were significantly more likely than other staff to report an increase in workload in recent years.

Despite high levels of reported workload and stress, half of all staff remained satisfied or very satisfied with their jobs, and only 27 percent of all staff reported dissatisfaction. It is likely, however, that this satisfaction is related to the nature of the work *per se* rather than to satisfaction derived from employment conditions. This is supported by the improvements registered in immediate work areas and deterioration linked to broader employment issues.

It is also likely that the remaining relatively high level of job satisfaction is not related to recent educational reforms. Evidence in support of this includes the 48 percent of staff who reported recent decreases in their level of job satisfaction. So while reasonable levels of job satisfaction are currently evident, the recent trends in decreasing level of job satisfaction, and increasing workload and stress coincide with a recent period of considerable educational reform in the tertiary sector.

CHAPTER 1

INTRODUCTION

Research Context

In New Zealand, educational institutions have been subject to a number of significant changes as part of recent reforms. The reforms have been complex and cumulative. This makes any evaluation of their overall impact difficult.

Legislative changes began with the State Sector Act (1988), State Sector Amendment Act (1989), Public Finance Act (1989), and the Education Amendment Act (1990). The combined effect of this legislation was to give institutions greater individual autonomy while increasing their accountability requirements to government.

The Equivalent Full Time Student (EFTS) funding system was introduced in 1990 and funded tertiary institutions according to the number of students they could attract. The per student level of government funding to institutions has steadily reduced since 1990. In the same year the Standard Tertiary Fee was introduced which significantly increased tuition fees for students. In 1992 this was replaced by fees set by individual institutions.

Two major components of the reforms have emerged more recently. The National Qualifications Framework, established under the New Zealand Qualifications Authority (NZQA), appeared in 1993. It reflects the concepts of lifelong learning and a seamless education system. The concepts are simple—greater flexibility in what, where, and how to participate in learning based on nationally recognised unit standards which specify the performance criteria against which competency is assessed. Implementation has been more complex as accreditation standards have had to be defined and attained by the institution, and as institutions other than universities have sought to provide degree courses. To date 52 full degree programmes have been implemented at polytechnics, while all colleges of education and most polytechnics offer conjoint degree programmes with universities.

The second recent major reform involves the transfer of government industry training from polytechnics to industries through the establishment of Industry Training Organisations (ITOs) in 1992. ITOs are responsible for identifying their industry's skill needs, setting the national unit standards, and developing training packages. Polytechnics have assumed a predominantly delivery function in the area of industry training. This has established a new relationship between industry and polytechnics.

The Employment Contracts Act (1991), the Health and Safety in Employment Act (1992), the Privacy Act (1993), means testing of student allowances, and availability of student loans have also contributed to changes in the tertiary education system. From 1991 to 1995 the total number of students attending polytechnics and colleges of education increased by 40 percent from 76 597 to 107 034. Over the same period the total number of academic staff at these institutions increased by 16 percent from 6668 to 7719 while the number of full-time equivalent staff increased by just 2 percent.

It is in this context of major change, and in response to increasing anecdotal evidence of work overload and work stress in the tertiary sector, that ASTE commissioned this research.

The major issues on which this research provides information are:

- levels of workload, hours of work, and workload content and responsibility of ASTE members;
- recent changes within these areas and within the quality of work;
- the reasons for any reported changes;

- perceptions on the quality of working life and the relationship of working life to personal life;
- levels of work-related stress and job satisfaction, and sources of work-related stress;
- any connection between workload and stress; and
- the current concerns of ASTE members and their suggestions for improvements to their jobs.

Previous Research

Workload

There was a small amount of existing information on the workloads of staff at tertiary institutions other than universities. The Association of Polytechnics in New Zealand conducted a polytechnic tutor workload survey in 1989 which found that tutors worked, on average, 44.5 hours per week (O'Neill, 1990). Riggs (1994) conducted research on what constitutes a workload and whether gender was a factor in determining workloads in a polytechnic in New Zealand. Respondents to this research spent, on average, 44 hours per week working. Time allocation was dominated by classroom teaching and preparation for teaching, followed by administration and individual student interaction. Forty-four percent of respondents described their workload as excessive. The research also indicated an increasing focus on administrative and NZQA requirements and a move away from teaching time and time to interact with students.

More general research on the career and promotion patterns of college of education and polytechnic staff in New Zealand was conducted by Donn and Slyfield (1988) and Slyfield, Donn, and Kerslake (1989). Of particular interest to the current study, these reports note job dissatisfaction and professional development trends for the two sector groups. College of education staff reported highest dissatisfaction with administrative structures, followed by opportunities for research and professional reading, promotional opportunities, workload, and pay. Administrative structures and promotional opportunities were the major work factors causing dissatisfaction in the polytechnic sector. The college of education report indicated that almost half of the respondents had attained further qualifications while working and that men were more likely than women to be involved in publishing, researching, and attending conferences. Meanwhile the polytechnic report indicated that women were currently involved in studying towards a qualification at twice the rate of men.

Boyd and Wylie (1994) assessed workload and stress in the New Zealand university sector in a similar context to this report. Many of the results of this research are provided in the results section for comparative purposes. In summary, the research indicated that the majority of staff had experienced recent increases in workload with academic staff working on average 53 hours per week. An increase in the number of students was the major reason given for increased workloads.

A survey at Massey University reported academic staff to be considerably overworked and unable to restrict and limit their over commitment (Worth, 1992). The major workload issues in this study included working outside normal hours, lack of time for research work, poorly managed workload, extra workload burden during staff absences, balancing multiple work roles, and the burden experienced by junior staff.

Increasing workloads are also evident amongst university academics in Britain. In a recent survey by Court (1994) academic staff worked, on average, 54 hours per week. This represents a 6 percent increase on figures obtained in a 1969–70 survey. Administrative responsibilities comprised the greatest use of time in the survey, while 30 percent of work duties occurred outside normal office hours.

Boyd and Wylie (1994) report studies in the United States showing that academic staff in that country have also experienced a recent increase in workload due to similar trends. Recent studies amongst teaching professionals in the compulsory sector in New Zealand illustrate similar trends. Livingstone (1994) concluded that primary school teachers were working, on average, 54.5 hours per week during term time, and that workloads had been consistently and rapidly increasing over the past 5 years. Bloor and Harker

(1995) calculated an average working week for secondary school staff to consist of 54.3 hours with workloads perceived to be extremely heavy in 1995 compared with moderate in 1991. Administration work, including curriculum development, was considered the most common reason for this increase.

The 1989 survey by the Association of Polytechnics in New Zealand represents the latest comprehensive research on workloads of New Zealand polytechnic staff known to the author. Workloads of New Zealand college of education staff have not been recently assessed on any equal scale. While previous research on workloads in other education sectors provides some useful comparative opportunities, the present research offers considerable new information on workloads in the polytechnic and college of education sectors.

Stress

Fisher (1994) describes stress as an imbalance between demand and capacity. Occupational stress is therefore dependent on the capacity of an individual to cope effectively with the demands of work. If an individual copes effectively with an imbalance in demand and capacity then the effects of stress are likely to be positive. If, however, an individual is not in control of an imbalance between demand and capacity then that individual is likely to experience distress—negative stress. Stress is more commonly regarded as this later, necessarily unpleasant, experience.

Previous research on occupational stress (for example, Cooper & Payne, 1978; Labour Research, 1995; Shouksmith, 1985) reports role ambiguity and role conflict as classic causes of stress. Work overload, work conditions, poor relationships with management, little or no involvement in management, and lack of control over the job are other common stress-causing factors. An unpredictable variation in workload, which increases during periods of organisational change (such as that which sets the context for this research), also contributes to work stress.

Academics and teachers feature in previous surveys as groups particularly vulnerable to occupational stress. Almost half (49 percent) of respondents to a survey of staff in United Kingdom universities indicated that they found their job stressful almost always or often (Association of University Teachers, 1990). In the same survey less than 5 percent of respondents indicated that they almost never experienced job-related stress and 77 percent revealed that their jobs had become more stressful in recent years.

In a survey of staff at Monash University, Sharpley (1994) found that stress was a problem for 25 percent of all staff, with females and 31- to 40-year-old respondents reporting the highest levels of stress. Gourley (1993) surveyed staff at Lincoln University and reported that just under half the staff were experiencing stress according to at least one of the measures used, and 74 percent of staff were at times unable to cope with their work.

Boyd and Wylie (1994) concluded that 48 percent of academic staff in New Zealand universities almost always or often experienced work-related stress, with a higher rate for female staff. Eighty percent of respondents to this study reported that their job had become more stressful in recent years. A recent study in Britain reported high anxiety and depression rates amongst further-education lecturers (Irwin, 1996). Two factors were linked to anxiety and depression: a perception of not being consulted by management about what was going on in their institution; and individuals' belief that they were not doing their job adequately.

Previous research in other teaching professions indicates similar experiences. Johnstone's (1993) study of Scottish teachers found that workload was the most frequent cause of stress. New demands, administrative tasks, and planning associated with change were the workload stressors described.

Livingstone (1994) reported that most stress for teachers was generated from changes brought about from recent educational reforms. Constant change, pace of change, increase in administrative demands, and developing new assessment and appraisal systems were the main components of this change.

Manthei and Gilmore (1994) also provide evidence attributing a recent increase in stress in teaching to recent educational reforms. However, as a caution to this finding they add that many of the teachers who

participated in this study were critical of the educational reforms from the outset, and so their reaction to the effects of the reforms could be expected to be negative. Furthermore, they add that this result must be seen in respect to a pre-existing high rate of tension and anxiety among New Zealand teachers.

Johnstone (1989) reports on the different causes of stress experienced by male and female teachers from both primary and secondary levels. Women reported more stress from students and curriculum demands while men were more concerned with professional development and recognition for their work. Younger staff reported more concern for pupils, middle-aged staff with their career, and older staff with general teaching. Thorsen (1984) outlines some particular stressors experienced by Maori teachers, such as having constantly to justify their position and taking up roles of counsellor and social welfare worker as well as teacher.

Summary

Recent research on workload and stress in the education area concentrates on primary, secondary, and university sectors. The research indicates both the impact of recent reforms and the relationship between workload and stress. There is considerable evidence in these educational sectors that workloads have increased recently and that this has contributed to an increase in stress and pressure on staff.

Little is presently known of the workload and stress experienced by staff in the college of education and polytechnic sectors and the effect of educational reforms. The current research seeks to establish the present levels of, and recent changes to, workload and stress amongst staff in these sectors.

CHAPTER 2

METHODOLOGY

Survey Development

Data for this survey were collected principally by postal questionnaire. A smaller sample of workload diaries was also used to measure workload. These research instruments were developed through consultation with ASTE national office staff, and focus group interviews with a number of ASTE network groups. Common stress and workload factors from previous research instruments on teaching professionals were incorporated in order that comparisons might be made. A set of focus group interviews provided a range of responses to the key issues likely to arise in the questionnaire. So while 60 people took part in these interviews, they were run to validate the design of the questionnaire and provide additional issues for the questionnaire to investigate, rather than provide numerical or proportional frequencies of the occurrence of particular experiences and attitudes. Consultation with ASTE national office staff helped to finalise the questionnaires and diary.

The ASTE networks at the focus group interviews enabled specific discussion of issues for Maori, women, REAP staff, college of education staff, trades tutors, health professionals, and lecturers of degree courses. Analysis of the issues for each group indicated that REAP staff would require a modified questionnaire and that data collection from Maori staff would benefit from an additional section in the questionnaire. Issues identified by the other network groups, and for part-time/proportional/casual staff, could all be assessed from the one standard questionnaire. With the addition of Open Polytechnic staff into the survey, a further modification of the questionnaire was required. This produced a total of 4 questionnaires that contained a selection of questions common to all groups, and slight modifications and additions where required. The workload diary required less modification. One version was designed for REAP staff and another for polytechnic and college of education staff.

The information asked of respondents involved 3 question types: closed questions requiring selection from a finite number of options, open questions requiring written answers, which were coded for analysis, and questions requiring factors to be rated on a scale provided. The standard questionnaire and additional Maori sections are given in appendix B. The 2 workload diaries are presented in appendix C.

Questionnaire Trialling

A total of 40 questionnaires were trialled equally among REAP, Maori, Open Polytechnic, and polytechnic/ college of education staff in September 1995. The return rate for the trial questionnaire was 65 percent. The information from the trial was used to develop the final questionnaire.

Sample Design

A random stratified sample population of 827 was selected from ASTE membership lists. This represents approximately 20 percent of all ASTE members. The stratification ensured sufficient representation from some of the smaller membership groups, such as REAP and Maori, to enable comparisons to be made between the groups. So while the sample covered a fifth of members over all, it covered more than a half of REAP staff as the smallest group in the population. In order to ensure a high return rate for the questionnaire, 2 reminder letters followed up the initial mail out.

The workload diary was sent to a separate randomly selected sample of 100 ASTE members. This sample was stratified to include 20 REAP staff, 30 college of education staff, and 50 polytechnic staff. The diary was to be filled in over 1 week in late September–early October with a choice of 2 alternative weeks provided. Tables illustrating the original sample population and response rates for both the questionnaire and workload diary are given in appendix A.

Profile of Respondents

The 555 respondents to the questionnaire represent 67 percent of the total sample population. Return rates for different groups include 80 percent for Open Polytechnic staff, 69 percent for college of education staff, 67 percent for polytechnic staff, and 60 percent for REAP staff.

Certain characteristics of the respondents were compared with Ministry of Education[1] data and ASTE membership figures in order to gauge whether the response was representative of these wider groups. The gender balance of respondents is similar to that for all academic staff in polytechnics and colleges of education, and to ASTE membership figures. Ethnicity data for the wider population groups are unavailable. The sample population for the questionnaire was stratified to target Komiti Māori members (a voluntary ASTE network representing Maori staff) to get sufficient responses from Māori for analysis. The proportion of college of education respondents and polytechnic respondents closely resembles their proportions for ASTE members as a whole. In terms of the designation of academic staff, the survey responses appear to overrepresent those in positions of senior lecturer/tutor/academic staff member (33 percent of responses compared with 22 percent for Ministry of Education figures), and underrepresent those in positions of lecturer/tutor/academic staff member (59 percent of responses compared with 65 percent for Ministry of Education figures for academic staff). The survey responses also overrepresent full-time staff (83 percent of responses compared with 56 percent for Ministry of Education figures for academic staff).

Fifty-nine people completed the workload diary: a response rate of 65 percent for REAP staff, 67 percent for college of education staff, and 52 percent for polytechnic staff. Twenty-five percent of responses were from non-full-time staff.

Tables illustrating age, ethnicity, gender, position, and network group of respondents are presented in appendix A, while chapter 3 commences with data on employment status.

Data Analysis

All responses were entered into SAS data sets, and frequencies were produced for a number of groups: REAP, Open Polytechnic, polytechnic, college of education, Maori, women, trades tutors, health professionals, lecturers of degree courses, and non-full-time staff. Comparisons were made between these groups and between the responses in total. It should be noted that the small number of responses from REAP staff (21) and Open Polytechnic staff (28) are just at the limit to permit accurate analysis as individual groups for many items. The population of all the other groups do allow statistical comparisons to be made. Workload increase, salary, and employment category were other variables used for comparative purposes through cross-tabulations. Cross-tabulations allow for the likelihood of an outcome to be measured for a given group and have been tested for significance using chi-squares. Only cross-tabulations that indicated a probability of greater than 95 percent are reported. This level of significance is reported as "significantly more likely" and indicates that the difference did not occur by chance.

---

[1] Figures supplied by Ministry of Education Research and Statistics Division, September 1995.

Interpretation of Tables, Figures, and Statistics

Unless indicated, all table percentages are calculated from the total number of respondents from each group. Not all column percentages total 100 percent. For some questions it was possible to select more than one category (for example, the question asking for ethnic identity), so the number of responses was greater than the number of respondents. Conversely while 95–100 percent of respondents replied to most questions, in some instances where respondents did not indicate an answer, totals fall below 100 percent. Finally, rounding of percentages affects some totals.

The majority of tables illustrate the results of the survey according to the respondent's institution type (that is, REAP, Open Polytechnic, polytechnic, and college of education). The text that relates to the tables often analyses the issue across other aspects such as gender, ethnicity, and occupational group. Where the results of this analysis do not occur in the text, once again no significant differences were found between these groups.

CHAPTER 3

EMPLOYMENT CONDITIONS

Employment Status

Table 1 shows that the majority of respondents were employed on a full-time basis with the exception of REAP respondents where proportional/part-time positions dominated. Of the 95 non-full-time respondents, 89 percent were proportional/part-time with the remainder being relieving/casual/part-time staff (the range of terms used here is dictated by the variance in terms used by the institutions). A quarter of all responses from women indicated non-full-time status. Women represented 75 percent of the total of non-full-time responses and 48 percent of full-time responses. Ministry of Education[2] figures for academic staff in polytechnics and colleges of education indicate women occupy 61 percent of non-full-time positions and 45 percent of full-time positions.

Table 1
Type of Contract

Type	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Full-time	43	89	83	91	83
Proportional/part-time	57	7	15	10	15
Relieving/casual/part-time	0	4	2	0	2

Tenured or permanent positions dominated the term of employment contract of the respondents as presented in table 2. Women and non-full-time respondents were significantly more likely to be in limited-tenure positions (14 percent of female responses compared with 9 percent of male responses, and 24 percent of non-full-time responses compared with 9 percent of full-time responses).

Table 2
Term of Contract

Tenure	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Tenured/permanent	67	93	86	71	84
Limited-tenure	10	7	9	26	11
Other	10	0	3	2	3

[2] Figures supplied by Ministry of Education Research and Statistics Division, September 1995.

The majority of staff had been employed in the polytechnic or college of education sector for a period of 10 years or less as shown in table 3. The figures for REAP staff indicate longer periods of time than the other categories but include the length of time employed in the education sector in general. On average 34 percent of respondents have spent more than 10 years in polytechnic or college of education employment. For Maori and women staff this figure corresponds to 20 percent and 24 percent respectively, compared to 35 percent of non-Maori respondents and 47 percent of male respondents.

Table 3

Total Length of Time Spent in Polytechnic or College of Education Employment

Years	REAP[1] N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
0-5 years	24	11	30	42	30
6-10 years	19	**43**	**34**	**44**	**35**
11-20 years	**38**	39	26	11	25
21-30 years	5	7	10	4	8
More than 30 years	14	0	1	0	1

[1] The figures for REAP staff indicate how long they have been employed in the education sector in total.

Note: The median category for each group is highlighted.

On average respondents have been in their current position for 5–6 years with a median of 3–4 years (table 4). Male respondents were significantly more likely to have been in their current position for 5 years or more compared with female respondents (56 percent of men have been in their current position for 5 or more years compared with 40 percent of women). Likewise, trades tutors were significantly more likely than other staff to have been in their current position for more than 6 years (51 percent for more than 6 years compared with 28 percent of all other respondents).

Table 4

Length of Time in Present Position

Years	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Less than 1 year	10	4	8	10	8
1-2 years	10	21	16	16	16
3-4 years	29	**29**	**26**	**35**	**28**
5-6 years	**5**	18	15	17	15
7-8 years	19	11	11	12	11
More than 8 years	29	18	23	10	21

Note: The median category for each group is highlighted.

Salary

The average salary was assessed for full-time respondents. The results, presented in table 5, indicate that the majority of staff receive salaries of between $40,001–$50,000.

Table 5

Average Salary of Full-time Respondents

Salary	REAP N=9 %	Open Polytechnic N=25 %	Polytechnic N=347 %	College of Education N=74 %	Total N=455 %
Less than $20,001	11	0	0	0	0
$20,001 - $30,000	11	0	0	0	0
$30,001 - $40,000	0	0	16	5	13
$40,001 - $50,000	**44**	**72**	**64**	**62**	**64**
$50,001 - $60,000	33	28	17	26	19
$60,001 - $70,000	0	0	1	4	2
More than $70,000	0	0	0	0	0

Note: The median category for each group is highlighted.
One hundred respondents were either not full-time or did not indicate their salary.

An estimated average salary for all full-time respondents was calculated to be $45,857.[3] This ranges from $42,778 for REAP staff to $47,973 for college of education staff. The estimated average salary of male respondents of $46,907 was $2,181 higher than the female average of $44,726. Female staff were significantly more likely to earn less than $50,001 compared with their male colleagues. A lower average salary of women compared with men in tertiary institutions in New Zealand has also been found by Boyd and Wylie (1994), and Riggs (1994).

Table 6 illustrates that most respondents felt their salary to be inadequate in respect of the demands of their work. REAP and Maori staff were significantly more likely to view their salary as adequate, at rates of 27 percent and 21 percent respectively, compared with non-REAP and non-Maori staff. Respondents who worked for 45 or more hours per week were significantly more likely to view their salary as inadequate compared with those who worked fewer than 45 hours.

[3] The average salary was calculated by multiplying the mid-point in each salary range in table 5 by the number of responses for each range, and then dividing this by the total number of responses for each category.

Table 6

Views of Salary Adequacy in Relation to Work

View	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Adequate	27	14	11	6	11
Inadequate	38	75	83	83	81
Not sure	29	11	6	10	7

Workload Hours

Responses to the average number of hours worked each week during term/semester time by full-time staff are presented in table 7. Estimated average hours calculated for each group are: REAP (47.6), Open Polytechnic (41.2), polytechnic (47.0), and college of education (53.8). The total estimated average was 47.9 hours.[4]

Table 7

Average Hours Worked Per Week During Term/Semester Time by Full-time Respondents

Hours	REAP N=9 %	Open Polytechnic N=24 %	Polytechnic N=340 %	College of Education N=76 %	Total N=449 %
Fewer than 30 hours	0	0	2	0	2
30-34 hours	0	4	3	0	3
35-39 hours	33	40	9	3	10
40-44 hours	0	**32**	23	4	20
45-49 hours	0	12	**26**	21	**24**
50-54 hours	**56**	4	17	**30**	19
55-59 hours	11	4	8	20	10
60-64 hours	0	0	4	16	5
65-69 hours	0	0	1	4	2
More than 69 hours	0	0	3	3	3

Note: One hundred and six respondents were either not full-time or did not indicate their hours worked. The median category for each group is highlighted.

The estimated average hours worked per week for the other groups analysed indicate that women (49.3), health professionals (49.5), and lecturers of degree courses (49.9) worked slightly above the total average hours, while Maori (47.6)[5] and men (46.6) worked slightly below the total average, and trades tutors (42.8)

[4] Average workload hours were calculated by multiplying the mid-point of each hour range in table 7 by the number of responses for each range, and then dividing this by the total number of responses for each category.

[5] It is likely that the estimated average hours worked by Maori respondents of 47.6 hours is an underestimate. Refer to "Further Workload Areas for Māori Staff" (p. 16) for an explanation.

somewhat below the total average. All groups worked consistently longer hours than required by their contracts.

Results from the workload diary presented in table 8 show a slightly higher total average of 50.3 hours per week than the estimated average from the survey. This is consistent with findings of other research that has used both instruments to collect workload data. Sixteen non-full-time staff also responded to the diary and averaged 30.4 hours per week. This equates to a proportional position of between 0.75–0.9. The average of the proportional positions indicated by the respondents was 0.62, illustrating that non-full-time staff worked on average 7–8 hours per week more than required.

Table 8

Average Hours Worked Per Week by Full-time Respondents to Workload Diary

	REAP N=6	Polytechnic N=22	College of Education N= 15	Total N=43
Average hours per week	43.4	48.1	56.1	50.3

Previous research on workload hours by academic staff at tertiary institutions provides interesting comparisons. O'Neill (1990) reports on 631 responses to a workload survey from polytechnic tutors indicating an average of hours worked per week of 44.5. For polytechnic staff the current study indicates 47.0 hours from the questionnaire and 48.1 hours from the diary. Boyd and Wylie (1994) estimated an average of 53 hours per week from a survey involving 508 responses from academic staff in New Zealand universities. In a similar survey in Britain, Court (1994) estimated an average of 54 hours per week for university academic staff. Women were found to be working longer hours on average than male staff in the current survey, Riggs's (1994) workload study, and Court's (1994) survey.

In an attempt to gauge how much work was done outside normal working hours, staff were asked to indicate how many hours they worked per week on average during non-term/semester time. The estimated average of 26.8 hours compares with the 26 hours estimated in the Association of Polytechnics in New Zealand survey (O'Neill, 1990). Once again female staff averaged consistently higher work hours than their male colleagues, working an estimated 28.6 hours per week compared with 24.6 for male staff.

Eighty-two percent of all respondents worked in the evenings on at least 1 evening a week with 49 percent of these working 3 or more evenings a week. A further 17 percent of staff worked in the evenings on at least 1–2 evenings a year leaving only 1 percent of respondents who never worked in the evenings. At the top end of the scale for the various groups of analysis were college of education staff, lecturers of degree courses, Maori, and female staff, who on average worked at least 1 evening a week at rates of 96 percent, 90 percent, 89 percent, and 88 percent respectively.

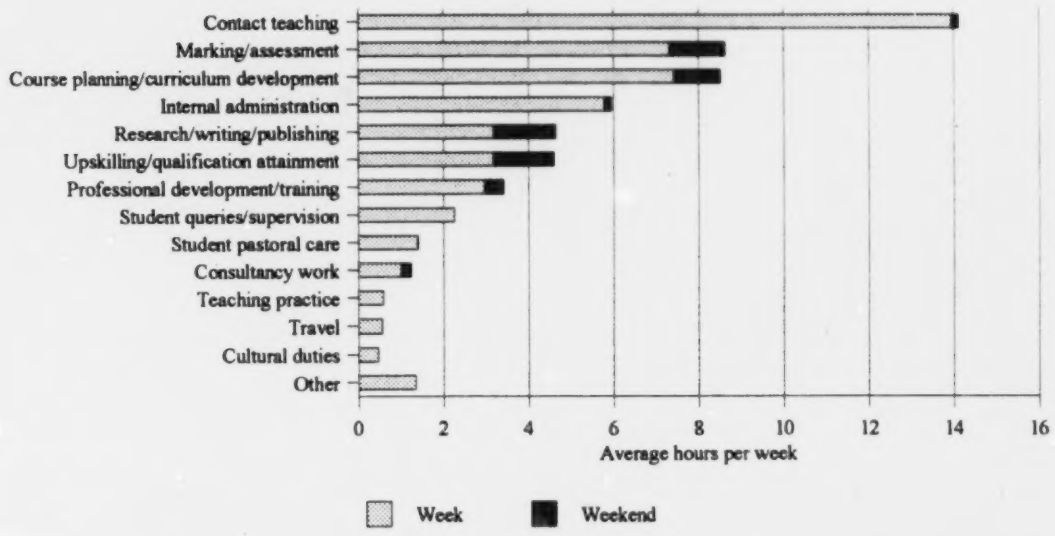
Thirty-six percent of all respondents worked on most weekends and a further 31 percent worked on 1–2 weekends per month. Only 9 percent of staff never worked during the weekend. Lecturers of degree courses and women were significantly more likely to work most weekends than other staff, with 45 percent and 42 percent of respective respondents working most weekends.

The workload diary also provides an assessment of time spent on different tasks during the week and weekend. Figure 1 presents the results for the 43 full-time respondents. It is evident from this that considerable marking/assessment, upskilling/qualification attainment, and research/writing/publishing occur during personal time.

Figure 1

Task Profile for a 1-Week Period for Full-time Diary Respondents

N=43



In the previous 12 months respondents had taken on average 21.8 days of annual leave. This included: REAP (18.1), Open Polytechnic (22.3), polytechnic (22.9), and college of education (17.3). Maori staff had taken the least leave with 15.7 days and trades tutors the most (24.7). The total average equates to 4.4 weeks which is less than the minimum 5 weeks contained in the majority of staff employment contracts.

Workload Responsibilities

Teaching Responsibilities

Ninety-three percent of Open Polytechnic staff, 97 percent of polytechnic staff, and 92 percent of college of education staff had some type of teaching responsibility.

On average teaching staff (excluding REAP staff) were associated with 5.6 courses as either a lecturer, tutor, or laboratory supervisor. This ranged from 7.5 courses for college of education staff to 5.6 and 5.4 courses for Open Polytechnic and polytechnic staff respectively. Trades tutors and Maori staff were associated with more courses than average (6.8 and 6.7 respectively), while non-full-time staff averaged 3.9 courses.

Of the 5.6 courses with which teaching staff were on average associated, 1.6 (or 29 percent) were components of a degree programme. Almost half of the courses (3.6 courses) colleges of education staff were associated with were components of degree programmes. For Open Polytechnic and polytechnic staff the figures were 1.3 and 1.2 respectively. For the other occupational groups analysed, the range was from 2.4 degree courses for health professionals to 0.3 degree courses for trades tutors.

Excluding REAP staff, teaching respondents averaged 17.8 hours per week on direct contact teaching (for Open Polytechnic staff this figure includes contact and distance teaching). For the various institutional groups this figure ranged from 13.5 hours for college of education staff to 18.1 hours for polytechnic staff and 26.8 hours for Open Polytechnic staff. From the other occupational groups, trades tutors reportedly spent the most time on contact teaching (20.3 hours), while female staff (16.2 hours), and non-full-time staff

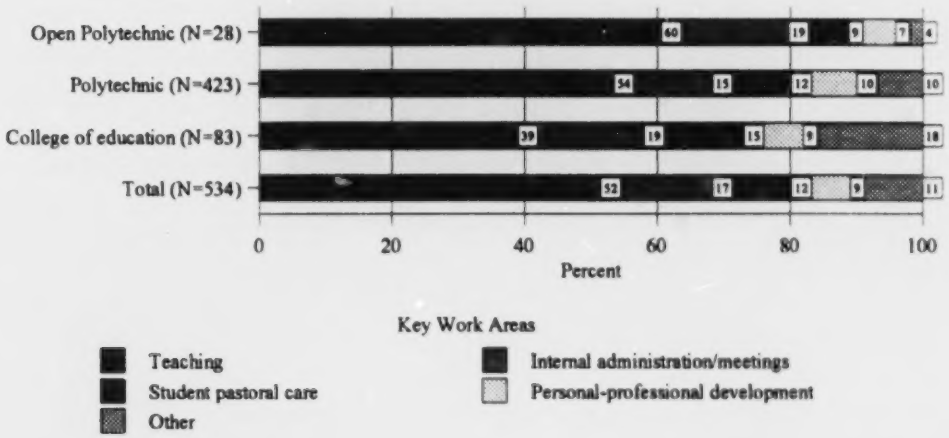
(14.3 hours) averaged the least. These figures compare with the 18.6 and 18.0 for female and male staff respectively reported in Riggs (1994).

Key Workload Areas

Respondents were asked what proportion of work time they spent on a number of key work areas. The key work areas for REAP staff differ from the other occupational groups and are consequently analysed separately. An estimated average time spent on each key area has been calculated from the responses. Figure 2 gives the proportion of time for the Open Polytechnic, polytechnic, and college of education occupational groups, while figure 3 presents the results for the REAP sector.

Figure 2

Proportion of Time Spent in Key Work Areas



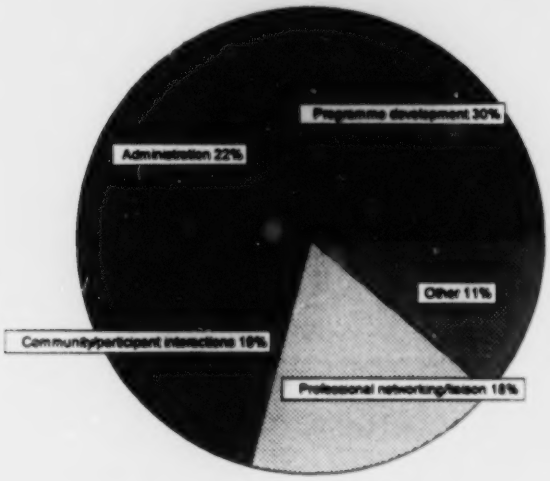
Teaching covered a range of areas from direct class time to planning and student queries. Trades tutors spent the greatest proportion of time on teaching (63 percent), and college of education staff the least (39 percent). The proportion of time spent on internal administration/meetings ranged from 12 percent for health professionals to 19 percent for college of education and Open Polytechnic staff. Maori staff spent the greatest proportion of time on student pastoral care (19 percent), and trades tutors (8 percent) the least. Time spent on personal-professional development was clustered over 8–11 percent of total time. Comments provided for other areas of workload indicate that the high proportions of time in this area for health professionals (19 percent) and college of education staff (16 percent), are largely consumed by clinical work and teaching practice respectively.

Collectively REAP staff illustrate a more even spread of time across a range of key work areas. This is attributed to the range of staff represented by ASTE within the REAP sector. As the number of respondents was too small to gain an assessment of time allocation amongst the different employment categories within the REAP sector, figure 3 presents only a very general picture.

Figure 3

Proportion of Time Spent in Key Work Areas for REAP Respondents

N=21



Further Workload Areas for Maori Staff

Twenty-four Maori respondents estimated how many hours per week they spent on a number of additional specified workload areas. The most common workload areas indicated were pastoral care of Maori students and providing Maori input into meetings and committees. The most time-consuming workload areas, for those who responded, were: pastoral care of Maori students (5.4 hours per week); translating and marking papers written in Maori (4.2 hours per week); noho marae (3.7 hours per week); providing Maori input into meetings and committees, and professional/personal cultural development (3 hours per week each); and attending powhiri and kapa haka (2.7 hours per week).

Respondents were then asked to indicate if these workload areas were additional or specified requirements of their job descriptions. For all the workload areas, more respondents indicated that the areas were additional responsibilities rather than specified responsibilities. Areas where additional responsibility dominated most were managing the institution marae, noho marae, and attending powhiri and kapa haka.

It is likely that Maori respondents did not include all of the duties identified here in the total number of hours they worked per week. Duties most likely to have been excluded from the total weekly hours are those predominantly identified as additional responsibilities: managing the institution marae, noho marae, and attending powhiri and kapa haka. On average these responsibilities contributed approximately 7 hours per week to respondents' workloads. If this is added to the weekly estimate established earlier, a revised total of 54.6 hours is obtained. To check this estimate, a further investigation of workloads of Maori staff will be the subject of a supplementary report which is expected to be completed by October 1996.

Summary

Most respondents were employed full time on a permanent basis. Sixty-five percent of respondents had been employed in the polytechnic or college of education sector for 10 years or fewer while more than half had been in their current position for less than 5 years. This indicates a consistent turnover of staff in the sector. Average salaries for all the occupational groups analysed were in the $40,000–$50,000 range and were viewed by the majority of respondents as inadequate.

An estimated average figure for hours worked per week by full-time staff of 47.9, along with a recorded average of 50.3 hours from the workload diaries, is indicative of significant work above contract hours. These figures are in line with existing surveys on academic staff at tertiary institutions and represent an increase in hours since the last survey was conducted in the polytechnic sector.

Almost all respondents had teaching commitments which included an average of 17.8 hours per week on direct contact teaching. Student pastoral care and internal administration were the other significant areas of workload responsibility.

CHAPTER 4

CHANGES TO CONDITIONS

After establishing current work conditions and responsibilities, respondents were asked to review recent changes to these areas. Numerous questions referred to "recent years" which was defined as the previous 6 years, or since 1989. A number of respondents who had been in the sector for less than this time were unable to provide answers to these questions. If changes were identified, respondents were then asked to provide reasons for the changes.

Workload Changes

Changes to Total Workload

Eighty-eight percent of all respondents indicated their workload had increased in recent years. Table 9 illustrates the response rates for the institutional groups. All the other occupational groups analysed reported an increase in workload at a rate consistently greater than 84 percent with trades tutors reporting an increase in the highest numbers (93 percent).

Table 9

Changes to Total Workload in Recent Years

Change	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Increased	71	79	91	81	88
About the same	10	7	6	12	7
Decreased	0	0	1	2	1
Not sure/not applicable	10	7	1	1	1

Note: Three percent of respondents did not indicate an answer.

Changes to Workload Areas

Table 10 contains the net results of those reporting an increase as opposed to a decrease in each of the work areas asked about. It is evident that increases in workload were most common with only one instance of a net decrease in workload. Tables presenting the actual percentages of responses for the categories "Increased", "Decreased", and "Stayed the same" are included in appendix A.

Course planning/curriculum development, marking and assessment/moderation, and internal administration/advisory committees had consistently high net increases in workload for those groups that worked in these areas. Student queries/supervision and teaching were reported to have high net increases in the Open Polytechnic group and direct programme development and community/participant assessment/queries had high net increases for REAP staff. Professional development/training has a consistently low net reported increase across the institutional groups.

Table 10

Net Difference Between the Percentage of Respondents Reporting Increases and Decreases in Work Areas

Area	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total[1] N=534 %
Course planning/curriculum development	*	**+78**	**+81**	**+75**	**+79**
Marking and assessment/moderation	*	**+67**	**+74**	**+51**	**+70**
Internal administration/advisory committees	**+57**	+54	**+70**	**+57**	**+67**
Student queries/supervision	*	**+67**	+62	**+51**	+60
Student pastoral care	*	+35	+41	+39	+40
Teaching	*	**+68**	+24	+25	+26
Personal upskilling/qualification attainment	*	+17	+25	+26	+25
Research/writing/publishing	*	+32	+21	+23	+22
Consultancy work	+38	-11	+20	+32	+20
Cultural requirements (e.g., noho marae)	0	+14	+19	+17	+18
Professional development/training	+9	0	+5	+21	+7
Direct programme development	**+52**	*	*	*	*
Community/participant assessment/queries	**+52**	*	*	*	*
Word processing/copying/collating	+38	*	*	*	*
Community/participant interactions	+28	*	*	*	*
Professional networking/liaison	+24	*	*	*	*
Travelling	+23	*	*	*	*
Other areas	+14	+22	+19	+30	+21

[1] Total excludes REAP.

* denotes categories that are not common to all occupational groups.

+ indicates a higher percentage selecting "Increased".

- indicates a higher percentage selecting "Decreased".

The 3 areas with the highest reported net increase in workload have been highlighted for each group.

Analysis across other occupational groups illustrates some interesting differences:

- Female staff reported higher-than-average net increases in personal upskilling/qualification attainment (+36 percent).
- Maori staff reported higher-than-average net increases in teaching (+50 percent), cultural requirements (+39 percent), and consultancy work (+36 percent). A lower-than-average net increase was reported by Maori staff in personal upskilling/qualification attainment (+15 percent), and a net decrease for professional development/training (-7 percent).
- Trades tutors reported higher-than-average net increases in course planning/curriculum development (+88 percent), lower-than-average net increases in personal upskilling/qualification attainment (+5 percent), student pastoral care (+30 percent), research/writing/publishing (+7 percent), and a net decrease (-8 percent) in professional development/training.
- Health professionals reported higher-than-average net increases in upskilling/qualification attainment (+40 percent), consultancy work (+39 percent), research/writing/publishing (+35 percent), and cultural

requirements (+29 percent). A net decrease of -4 percent was lower than average for professional development/training.

- Lecturers of degree courses reported higher-than-average net increases in research/writing/publishing (+42 percent), and upskilling/qualification attainment (+38 percent).
- Non-full-time staff reported higher-than-average net increases in teaching (+40 percent), and lower-than-average net increases in course planning/curriculum development (+69 percent), and student queries/supervision (+41 percent).

College of education staff and health professionals both reported high net increases in "other" workload areas which were predominantly teaching practice and clinical work respectively. Commercial operations and marketing accounted for a large number of the net increase in "other" workload areas across the total responses.

Thirty-five percent of respondents indicated that consultancy work was not part of their workload and, excluding REAP staff, 29 percent reported that research/writing/publishing was not part of their workload.

Expected Changes to Workload in Future

In total 59 percent of respondents expected their workload to increase in the future. As illustrated in table 11, Open Polytechnic staff were significantly more likely to think this than the other institutional groups although the significance of this cannot be tested due to the small population of this group.

Table 11

Expected Workload Level in Future

Expected change	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Increase	43	75	60	55	59
No change	33	18	20	25	21
Decrease	5	0	5	6	5
Not sure	14	7	13	13	13

Changes to the Number of Students Taught and Requests for Services

A majority of respondents from all institutional groups had experienced an increase in student numbers or course participants in recent years as shown in table 12. Health professionals and lecturers of degree courses were significantly more likely to report a large increase in the number of students they taught than all other staff.

Table 12

Changes to the Number of Students Taught/Course Participants in Recent Years

Change	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Increased—large amount	33	46	31	25	31
Increased—small amount	19	25	30	35	30
Stayed the same	19	4	19	20	19
Decreased—small amount	0	0	5	1	4
Decreased—large amount	0	4	1	2	1
Varies	0	4	9	5	8

Note: Seven percent were either unsure, did not teach, or did not indicate an answer.

REAP staff were asked if the number of requests they received from particular groups had changed in recent years. Seventy-six percent of respondents reported an increase in community/participant requests, 67 percent an increase in requests from their management committee/organisation, and 48 percent an increase in staff requests.

Changes to Work Situation

From a list of work and work-related areas respondents were asked to indicate whether any changes they had noticed had resulted in an "improved" or "deteriorated" work situation. Table 13 displays the net percentage difference between those reporting an improvement compared with a deterioration in each area. Further tables in appendix A provide the actual percentage figures for "Improvement", "No change", and "Deterioration".

Several areas tended to be rated as improving by all groups. Most notable were: course planning/curriculum development, student evaluations of teaching (accompanied by many comments that it has been non-existent in the past so could not deteriorate), the quality of teaching, and interactions with students/participants. REAP staff reported overall improvement in all but 3 areas.

Overall deterioration in areas was most prevalent for level and method of funding (particularly for polytechnic respondents), ability to take advantage of entitled leave (particularly for college of education staff), working life in general, opportunities for professional development, and quality of, and interactions with, management.

The range of results analysed for other occupational groups provides further insights:

- Maori staff reported the greatest net improvement in course planning/curriculum development (+50 percent), ability to be innovative in teaching (+45 percent), administration and planning (+34 percent), level of autonomy in job (+21 percent), interactions with colleagues (+16 percent), interactions with management (+13 percent), quality of management (+9 percent), career prospects/ promotion opportunities (+2 percent), and working life in general (-13 percent).

Table 13

Net Difference Between the Percentage of Respondents Reporting Improvement and Deterioration in Work Situation

Quality of . . .	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total[1] N=555/534 %
Course planning/curriculum development	*	+54	+29	+48	+33
Student evaluations of teaching	*	+25	+35	+33	+31
Teaching	*	+33	+25	+43	+29
Interactions with students/participants	+48	+11	+18	+26	+20
Interactions with external clients	*	+12	+22	+22	+18
Performance reviews and appraisals of work	+33	+4	+15	+8	+14
Resources/equipment	+62	+36	-5	+5	+1
Interactions with colleagues	+38	-14	-3	+3	-1
Work environment (space, lighting, etc.)	+33	-25	-2	-4	-2
Research work	*	-22	-7	+8	-6
Administration and planning in faculty/REAP	+71	+14	-18	-7	-12
Interactions with management staff/organisation	+42	-32	-23	-20	-20
Management within institution/REAP	+38	-43	-32	-32	-29
Working life in general	-48	-47	-47	-36	-41
Interactions with external providers of courses	+24	*	*	*	*
Programme development work	+43	*	*	*	*
Networking/liaison work	+29	*	*	*	*
Other areas . . .					
Ability to promote innovation in students/clients	+42	+18	+13	+16	+15
Ability to be innovative in teaching/work	+57	+18	+8	+14	+12
Level of autonomy in job	+19	+3	+4	+3	+4
Career prospects/promotion opportunities	+14	-28	-20	-7	-17
Opportunities for professional development	+14	-14	-32	-22	-28
Method of funding for area/REAP	+9	-32	-40	-29	-36
Ability to take advantage of entitled leave	-9	-46	-39	-52	-41
Level of funding for area/REAP	0	-36	-63	-38	-55

[1] Total excludes REAP in categories not common to this occupational group.

* denotes categories that are not common to all occupational groups.

+ indicates a higher percentage reporting improvement.

- indicates a higher percentage reporting deterioration.

- Trades tutors reported the least net improvement in the level of funding (-75 percent), working life in general (-61 percent), the method of funding (-54 percent), career prospects/promotion opportunities (-46 percent), administration and planning (-36 percent), resources and equipment (-32 percent), research work (-22 percent), course planning/curriculum development (+7 percent), and quality of teaching (+16 percent).

- Health professionals reported the least net improvement in the level of funding (-74 percent), opportunities for professional development (-50 percent), and resources and equipment (-17 percent).
- Lecturers of degree courses reported the greatest net improvement in teaching (+50 percent) and the least net improvement in interactions with external clients (-1 percent).
- Non-full-time staff reported the greatest net improvement in interactions with students (+42 percent).

A total of 345 comments were made by respondents which were later coded for analysis. Thirty percent of comments related to workload, and a further 11 percent each to work conditions, administration, and positive remarks. Typical comments included:

> Have to run much faster to stand still.
>
> A few years ago you could 'consider' things–today you have to do it now. . . . This is reflected in teaching, it is done on the run.
>
> Feel I'm doing more but none of it as well as I should.
>
> There are often times when it is difficult to identify 'job satisfaction'.
>
> The present climate of contestability brings out very uncollegial behaviour among staff.
>
> Surrounded by workaholics makes overwork the norm and self perpetuating.
>
> I love my work. The pay is shit but the work and job satisfaction is good.
>
> The professional development I have completed has been incredibly beneficial.

Pace of Change

Respondents were asked to indicate the recent pace of change, if any, in 3 areas of their work—the content of their teaching, the processes/methods involved in their teaching, and the administration side of teaching. Tables 14, 15, and 16 illustrate the results for each work area. For REAP staff the results relate to the pace of change in slightly different areas—the content of REAP programmes/activities, the delivery of programmes/activities, and overall administration. The figures do not add to 100 percent indicating responses of "not sure/not applicable".

Teaching content had the fastest reported recent pace of change. This is especially the case for lecturers of degree courses who were significantly more likely to report a fast/very fast pace of change compared with all other staff. The slowest pace of change was reported for teaching processes and methods where the majority of respondents indicated a moderate pace of change. In a survey of New Zealand educational institutions Frater, Stuart, Rose, and Andrews (1995) reported a similar trend in the rate of change in these areas, suggesting teaching content changes in polytechnics and colleges of education were in response to business, industry, and student pressure. REAP respondents reported the greatest pace of change in the area of administration. This may be related to the high proportion of time spent in this area by respondents (*see* figure 3).

Table 14

Recent Pace of Change in Teaching Content

Pace of Change	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total[1] N=534 %
Slow/very slow	0	7	9	1	8
Moderate	**48**	36	33	33	33
Fast/very fast	29	**46**	**48**	**51**	**49**

[1] Total excludes REAP.

The median category for each group is highlighted.

Table 15

Recent Pace of Change in Teaching Processes/Methods

Pace of Change	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total[1] N=534 %
Slow/very slow	5	7	12	8	12
Moderate	**43**	**39**	**45**	**43**	**45**
Fast/very fast	29	39	32	30	32

[1] Total excludes REAP.

The median category for each group is highlighted.

Table 16

Recent Pace of Change in Teaching Administration

Pace of Change	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total[1] N=534 %
Slow/very slow	5	11	12	11	12
Moderate	29	**50**	**31**	**34**	**32**
Fast/very fast	**52**	25	43	35	41

[1] Total excludes REAP.

The median category for each group is highlighted.

Reasons for Changes

Respondents were asked to identify the reasons for any changes to their workload from a list of options. Table 17 displays the reasons listed by at least 25 percent of one or more institutional group. The 3 most frequently mentioned reasons for each group are highlighted.

Maori staff were significantly more likely to select cultural requirements as a reason for changes to workload (59 percent of Maori staff compared with 16 percent of non-Maori staff). Trades tutors were significantly more likely to select requirements of the Qualifications Framework, the advent of Industry Training Organisations, changes to administration requirements, and the requirements of new legislation (compared with all other staff with 77 percent, 72 percent, 70 percent, and 47 percent selecting these reasons respectively). Sixty percent of health professionals reported the granting of degree status to courses had changed their workload, while 33 percent of lecturers of degree courses reported changes due to semesterisation. These responses correspond to the significantly more likely level of significance.

Table 17

Reasons for Workload Changes Reported by 25 Percent or More of Respondents

Reason	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total[1] N=555/534 %
New or expanded job requirements	**62**	43	**70**	**61**	**67**
Greater student/participant expectations	**38**	54	**67**	**55**	**63**
Requirements of Qualifications Framework	*	50	**64**	29	**58**
Changes to administration requirements	**48**	**57**	59	43	56
Greater number of students/participants	q	**68**	51	**48**	51
Organisational changes in area/programme	q	**57**	45	30	42
Changes in management	33	36	40	36	39
Changes to area/programme funding	q	25	40	q	35
Requirements of new legislation	33	q	35	27	33
A change in job position	q	29	33	33	32
Working with different colleagues	29	q	31	39	31
Advent of Industry Training Organisations	*	25	30	q	26
New/changed buildings/work spaces	24	36	q	q	q
Changes due to semesterisation	*	32	q	26	q
Increased familiarity with job	29	q	q	q	q
Cultural requirements/expectations	29	q	q	q	q
Changes due to Employment Contracts Act	29	q	q	q	q
New/changed equipment	q	29	q	q	q
Granting of degree status to course(s)	*	q	27	q	q

[1] Total excludes REAP in categories not common to this occupational group.

* denotes categories that are not common to all occupational groups.

q denotes factors that were selected by less than 25 percent of an occupational group.

Other factors that contributed to changes in workload were provided by 50 respondents. The majority of comments related to fewer staff/support staff, development of new courses, and studying for professional qualifications. Typical comments included:

> Continual changes to course structure.
>
> There were 4 full-time tutors in my field when I started. . . . Now there is just me, and the student numbers are at least the same.
>
> Continually expanding my role.
>
> Semesterisation and NZQA Framework/Accreditation requirements are two major sources of increased tutorial workloads.

Responses to Work Conditions

Balance in Workload

Respondents were asked to indicate their preferred balance of time use in a number of key work areas. The results (for the institutional groups, excluding REAP) presented in table 18 indicate a strong preference for more professional development and less administration. Open Polytechnic staff also show a preference for more teaching.

Table 18
Balance of Workload

Preference for use of time	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=534 %
More professional development	50	50	58	51
Less administration	43	40	31	39
Content with balance	29	21	26	22
Less teaching	4	19	12	17
More teaching	25	16	12	16
More student pastoral care	14	8	12	9
Less student pastoral care	0	5	4	5
More administration	4	4	4	4
Less professional development	0	3	0	2

Note: Respondents could indicate more than one option.

Many respondents were also either content with the balance of their workload or offered other preferences such as more research and/or preparation time, and less diversity in workload. Some typical responses were:

> The balance is fine, it's the quantity that's not in balance.
>
> It is the complexity of the multi-roles/responsibilities that can be difficult to manage.

> I believe it is totally unreasonable to expect to combine quality teaching with management. I would prefer to either teach or manage.

Forty-eight percent of REAP respondents indicated that they would prefer more community/participant interaction, 33 percent more direct programme development, and 33 percent more networking. Twenty-nine percent indicated that they would prefer less administration workload and 29 percent were content with the balance.

Training

Table 19 shows the net percentage difference between survey participants who considered they had received adequate training in a number of areas compared with those who did not. The area of everyday job requirements was the only area in which total responses indicated a net result of adequate training (and even here the net response indicates only 29 percent received adequate training). Tables located in appendix A report the actual percentages for adequate training and inadequate training.

Table 19

Net Percentage of Respondents Receiving Adequate Training

Training area	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Everyday requirements of job	+76	+61	+28	+17	+29
New job responsibilities/courses	+52	0	-32	-49	-30
New administration/procedural requirements	+4	+29	-36	-44	-32
New technology/computers/equipment	0	+10	-37	-51	-35

+ indicates a higher percentage selecting "Adequate".

- indicates a higher percentage selecting "Inadequate".

The majority of REAP and Open Polytechnic staff reported receiving adequate training. College of education and polytechnic staff, on the other hand, more often reported inadequate training. Female staff were significantly more likely to report less adequate training compared with their male colleagues in the area of new technology/ computers/equipment (-42 percent net for females as opposed to -29 percent for male staff). Trades tutors were significantly more likely to report inadequate training in the area of new administration requirements compared with all other staff, with a reported net difference of -55 percent. A net difference of -55 percent indicated that health professionals were significantly more likely to report inadequate training in respect of new technology compared with all other staff.

Respondents were asked to identify whether they had participated in any courses or conferences/ seminars, or studied towards a qualification in the previous 3 years. The results, presented in table 20, illustrate a generally high degree of participation in all activities, particularly for staff of the Open Polytechnic. Analysis of the other occupational groups suggests that 68 percent of female respondents worked towards a qualification compared with 51 percent of males (female staff were significantly more likely than male staff to have undertaken study in the last 3 years). Data were not collected on the level of qualifications held by staff, however, so this result may be a reflection of differences between female and male staff in prior qualifications. Alternatively it may be a reflection of the requirements within the work areas where female staff are located. Eighty-three percent of health professionals and 74 percent of lecturers

of degree courses also worked towards a qualification indicating they were significantly more likely than all other staff to do so. Trades tutors, conversely, participated below the average rate in all activities with 45 percent reporting they had undertaken study towards a qualification.

Table 20

Participation in Courses/Seminars and Study in the Last 3 Years

Activity	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Staff development courses	81	93	82	85	83
Conferences or seminars	81	93	80	93	83
Work towards a qualification	24	71	59	66	59

Immediate Impact of Changed Conditions

Workload and Student Numbers

The 66 percent of respondents who indicated an increase in either the number of students they taught, course participants, or people they advised, were asked to report on any impact of this on their workload. Table 21 shows that for 91 percent of these respondents the result was increased workload.

Table 21

Impact of Increased Number of Students Taught/Course Participants/People Advised

Impact	REAP N=19 %	Open Polytechnic N=22 %	Polytechnic N=270 %	College of Education N=53 %	Total N=364 %
Increased workload	74	95	94	85	91
No impact	11	0	4	4	4
Decreased workload	0	0	0	2	0
Not sure	16	5	3	9	4

Note: Only refers to those who indicated an increase in the number of students they taught.

Workload and Personal/Family Life

Respondents were asked to report on any impact of their work on their health and personal life. Between 24 percent and 47 percent of each institutional group reported a deterioration in their physical health (total average = 45 percent). Emotional health had deteriorated for between 14 percent and 56 percent of each institutional group (total average = 53 percent), with 63 percent of trades tutors and 60 percent of health professionals reporting a deterioration. Respondents' family/personal life and/or relationships deteriorated at rates of between 19 percent and 54 percent as a result of their work (total average = 44 percent). Fifty-three percent of respondents indicated a deterioration in their annual leave/holidays as a result of their work. This figure reached 68 percent for Open Polytechnic and 73 percent for college of education staff.

Up to 11 percent of Open Polytechnic staff and 5 percent of other institutional groups indicated improvements in their health and personal life due to changes in their workload or work situation.

Thirty-seven percent of total respondents indicated that they had suffered from a work-related injury or a stress-related illness while working in a New Zealand REAP, polytechnic, or college of education (table 22). Boyd and Wylie (1994) reported a rate of 29 percent for all staff groups at New Zealand universities (26 percent for academic and academic support staff).

Table 22

Work-related Injury or Stress Illness While Working in a New Zealand REAP/Polytechnic/College of Education

Experience	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Work-related injury or stress illness	38	43	36	44	37
No work-related injury or stress illness	43	54	55	44	53
Not sure	14	4	8	12	9

Perceptions of Workload

Respondents were asked to assess their workload in terms of the "safe, reasonable and equitable" clause stipulated in the majority of their employment contracts. Table 23 illustrates that 22 percent of total respondents viewed their workload as "always" or "often" safe, reasonable, and equitable while 31 percent responded "not often" or "never". Non-full-time staff were significantly more likely to view their workload as safe, reasonable, and equitable compared with full-time staff.

Table 23

Perceptions of Workload

View	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Always/often safe, reasonable, and equitable	62	43	19	20	22
Sometimes safe, reasonable, and equitable	24	32	47	49	45
Not often/never safe, reasonable, and equitable	0	25	34	31	31

Summary

Eighty-eight percent of respondents reported a recent increase in their workload and the majority expected an increase in the future. Increases in workload were experienced by all groups in all but one work area. The most common reported increases were in the areas of course planning/curriculum development, marking and assessment/moderation, and internal administration. The work area that had the least report of increase was professional development/training.

The majority of respondents had experienced a recent increase in the number of students taught/course participants, and 91 percent of these people indicated that this had contributed to an increase in their workload.

From a total of 22 work factors common to the majority of respondents, 10 had a reported net improvement in situation. The most common reported improvement was in areas of course planning/ curriculum development, student evaluations of teaching, and teaching. Areas most commonly reported as deteriorating in situation were level of funding, ability to take advantage of entitled leave, and working life in general.

Responses to the pace of change in particular work areas indicate fastest change in teaching content, followed by teaching administration and teaching methods. Only 11 percent of respondents indicated a slow rate of change in these areas.

The most common reasons indicated for changes to workload and work situation were new or expanded job requirements, greater student/participant expectations, requirements of the Qualifications Framework, and changes to administration requirements. The high number of respondents who offered a large number of reasons for changes to workload and work situation is indicative of the large amount of change and low level of stability in recent years in the sector.

The majority of respondents favoured spending more time on professional development and less on administration, with a number stating a preference for less diversity/more specialisation in work areas. In 3 of 4 particular aspects of work—new job responsibilities/courses, new administration/procedural requirements, and new technology/computers/equipment—more respondents reported they had received inadequate training as opposed to adequate. Eighty-three percent of staff had participated in seminars or staff development courses in the last 3 years and a majority (59 percent) had worked towards a qualification.

Changes in workload or work situations had substantial effects on several aspects of respondents' personal lives. Between 44–53 percent of staff reported deterioration in physical and emotional health, personal/family life, and the quality of their annual leave as a result of their work. Thirty-eight percent of respondents had suffered from a work-related injury or stress illness. Finally, just 22 percent of staff perceived their workload to be always or often safe, reasonable, and equitable.

CHAPTER 5

STRESS IN THE WORKPLACE

The survey included several questions regarding stress and job satisfaction. Respondents indicated stress and satisfaction levels—past, present, and expected future levels—and rated a list of predetermined sources of stress as well as describing the 3 areas that caused them the most stress at work.

Levels of Stress

Current Stress Levels

Fifty percent of all respondents found their job often or almost always stressful. Table 24 presents the figures for the various institutional groups showing comparatively lower levels of stress for REAP and Open Polytechnic staff. The figure of 50 percent who rated their job as often or always stressful compares with previous surveys which report 40 percent for New Zealand university staff (Boyd & Wylie, 1994), and 49 percent for British university staff (Association of University Teachers, 1990).

Table 24
Current Work Stress

Stress Level	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Almost never stressful	24	7	2	2	3
Sometimes stressful	67	57	44	50	47
Often stressful	10	25	43	38	40
Almost always stressful	0	7	10	12	10

Female staff recorded slightly higher stress levels than male staff (53 percent indicating often or always stressful compared with 47 percent of men). Health professionals were significantly more likely to find their job almost always stressful than other respondents, with 21 percent of health professionals indicating this compared with 8 percent of all other staff. The 50 percent of respondents who recorded current work stress often or almost always were significantly more likely than other staff to record an increase in workload in recent years.

While 50 percent of all staff experienced work stress often, just 15 percent had participated in some form of stress management course in the past 3 years.

Recent Changes to Stress Levels

To assess the impact of any workload changes, respondents were asked to indicate whether their level of work stress had changed in recent years. Table 25 illustrates that the majority of respondents (81 percent) reported that their job had become more stressful. Only 3 percent reported their work stress levels had decreased. Trades tutors were significantly more likely to report an increase in stress with 92 percent indicating an increase in stress levels in recent years.

Table 25

Recent Changes to Stress Levels

Recent change	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Much more or more stressful	52	79	83	78	81
About the same	24	18	10	10	11
Less or much less stressful	5	0	3	5	3
New to job	14	4	2	6	3

Expected Future Changes to Stress Levels

The majority of respondents were expecting their job to become more stressful in the future. Table 26 indicates that 67 percent of respondents were expecting increases in their level of job stress, while 5 percent expected it to decline. This compares with 54 percent of academic staff at New Zealand universities who in 1994 were expecting increases in future work stress levels (Boyd & Wylie, 1994).

Table 26

Expected Work Stress in Future

Expected future stress level	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Much more or more stressful	38	64	70	64	67
About the same	48	32	18	19	20
Less or much less stressful	10	0	4	6	5

Sources of Stress

Ratings of Stress

Respondents rated a series of work-related factors according to whether the factors were a source of stress or pressure. The ratings were based on the following key:

0 - Not applicable
1 - Never a source of stress or pressure
2 - Rarely a source of stress or pressure
3 - Sometimes a source of stress or pressure
4 - Often a source of stress or pressure
5 - Always a source of stress or pressure

Factors that rated as often or always a source of stress or pressure by at least 25 percent of an institutional group appear in table 27 (REAPs are not considered in this table as only 2 factors were considered as often or always a source of pressure by 25 percent or more of respondents and many factors common to REAPs differ from the other institutional groups). Alongside each percentage rating is a mean rating calculated from the number of respondents who rated the factor from 1 to 5. The 3 sources of stress receiving the highest percentage rating for each group are highlighted. Factors rated by less than 25 percent of respondents are included in a table in appendix A.

Table 27

Factors Rated as "Always" or "Often" Stressful by 25 Percent or More of Respondents

Factors	Open Polytechnic N=28 % Mean	Polytechnic N=423 % Mean	College of Education N=83 % Mean	Total N=534 % Mean
Availability of relieving staff	42 (3.25)	**55 (3.53)**	50 (3.46)	**54 (3.51)**
Institution climate/morale	**57 (3.57)**	**48 (3.41)**	**61 (3.74)**	**51 (3.48)**
Overall level of workload	**50 (3.36)**	**50 (3.56)**	48 (3.51)	**50 (3.54)**
Interruptions to work/demands	**50 (3.54)**	47 (3.35)	**51 (3.46)**	48 (3.38)
Staffing levels in area	41 (3.30)	44 (3.29)	39 (3.13)	43 (3.26)
Institution management	46 (3.39)	41 (3.28)	44 (3.44)	42 (3.32)
Course planning/curriculum development	31 (3.19)	44 (3.33)	36 (3.21)	42 (3.30)
Marking and assessment/moderation	41 (3.15)	39 (3.21)	**52 (3.44)**	41 (3.24)
Level and method of funding for area	30 (2.93)	46 (3.32)	*	41 (3.21)
Irregularity/unpredictability of workload	*	41 (3.13)	31 (3.06)	38 (3.11)
Internal administration/meetings	25 (2.96)	38 (3.20)	36 (3.16)	37 (3.19)
Recognition for work	46 (3.25)	36 (2.96)	41 (3.13)	37 (3.00)
Understanding of new policies	29 (3.00)	37 (3.14)	*	35 (3.10)
Research/writing/publishing	33 (3.04)	31 (2.91)	35 (3.07)	32 (2.96)
Upskilling/qualification attainment	29 (2.92)	28 (2.82)	38 (3.17)	30 (2.89)
Department/faculty organisation	*	29 (2.97)	*	27 (2.88)
Promotion/career prospects	32 (3.04)	27 (2.76)	28 (2.77)	27 (2.77)
Equipment and technology	25 (2.50)	28 (2.83)	*	27 (2.77)
Office/work/teaching space	44 (3.22)	27 (2.65)	*	26 (2.62)
Student numbers/class sizes	28 (2.80)	*	*	*
Consultancy work	27 (2.73)	*	*	*
Job security	27 (2.73)	*	*	*
Quality of work	26 (2.74)	*	*	*

* denotes factors that were rated as stressful by less than 25 percent of this group.

The primary sources of stress for all institutional groups were the availability of relieving staff or the climate/morale at their institution. Overall level of workload received the highest mean rating as a source of stress. College of education staff rated marking and assessment/moderation as a high source of stress. Polytechnic staff were significantly more likely than other groups to rate level and method of funding as often or always stressful.

Female staff were significantly more likely than male colleagues to rate upskilling/qualification attainment as often or always stressful, and research/writing/publishing.

Maori staff rated cultural requirements, student expectations, collegial relations, interruptions to work/demands, quality of work, and clarity of job description as often or always stressful at a rate higher than the average.

Forty-eight percent of trades tutors reported understanding new policies as often or always stressful, while health professionals were significantly more likely than others to report research/writing/publishing factors as always or often stressful.

Lecturers of degree courses were significantly more likely than others to report upskilling/qualification attainment as often or always stressful.

Non-full-time staff indicated irregularity/unpredictability of workload as often or always stressful at a rate higher than the average, and 32 percent rated job security as often or always stressful (compared with 22 percent of full-time respondents).

The population of REAP respondents again limits the value of separate analysis. Interruptions to work/demands received the highest percentage of respondents rating it as often or always stressful (37 percent), followed by internal administration/meetings (29 percent), overall level of workload (24 percent), level and method of funding (22 percent), and job security (21 percent).

Table 28 displays factors that were rated by respondents as least likely to cause stress. The 3 factors that received the lowest percentage rating in each group are highlighted. In general terms the factors that caused least stress are related to student, external client, and collegial relationships. This trend was also identified by Boyd and Wylie (1994) for staff at New Zealand universities.

Table 28

Factors Rated as "Always" or "Often" Stressful by 10 Percent or Less of Respondents

Factors	Open Polytechnic N=28 % Mean	Polytechnic N=423 % Mean	College of Education N=83 % Mean	Total N=534 % Mean
Relations with students	**4 (1.85)**	**3 (2.02)**	**0 (1.96)**	**3 (2.00)**
Involvement with ASTE	**0 (1.57)**	**4 (1.75)**	4 (1.97)	**4 (1.78)**
Relations with outside clients	8 (2.12)	**4 (1.94)**	**3 (2.17)**	**4 (2.00)**
Relations with colleagues	4 (2.00)	6 (2.19)	5 (2.17)	6 (2.18)
Relations with those supervised	6 (2.25)	8 (2.24)	**3 (2.06)**	7 (2.21)
Cultural requirements	9 (2.23)	9 (2.14)	6 (2.19)	8 (2.16)
Student queries/supervision	*	8 (2.36)	*	9 (2.38)
Student pastoral care	**0 (2.16)**	*	8 (2.37)	10 (2.37)
Student expectations	4 (2.35)	*	*	*
Relations with supervisors	*	*	5 (2.16)	*
Professional development/training	*	*	9 (2.26)	*

* denotes factors that were rated as stressful by more than 10 percent of this group.

Twenty-four Maori staff rated a further list of 7 factors as sources of stress. The percentage of respondents who rated the factors as always or often a source of stress or pressure were: justifying position/credibility (46 percent), dual accountability to Maori faculty and area employed in (42 percent), student motivation (38 percent), emphasis on Treaty of Waitangi issues (33 percent), dual accountability to iwi and employer (29 percent), racist remarks (25 percent), and relations with Pakeha and other non-Maori staff (17 percent).

Several respondents provided comments on these additional stressors:

> At times I feel isolated within the faculty.
>
> Working with people who are not aware or who may not have worked with Maori, or the culture, can be very distressing over a period of time.

Yes definitely a stressful environment being dually accountable to Nursing and Maori Studies Department.

I find by far the most stressful part of this position is contending with the politics of my own people . . . .

Profiles of Stress

Respondents were also asked to describe 3 areas that caused them the most stress in their work. A coding schedule was developed from the responses to aid analysis. The schedule included 10 broad categories, each containing a number of more specific issues. Table 29 shows the percentage of respondents in each category, with the 3 issues receiving the most responses highlighted. Figure 4 illustrates the results graphically. As many respondents mentioned more than one issue for a single category, the percentage of respondents shown in the table does not equate to the actual number of responses illustrated in the figure.

Table 29

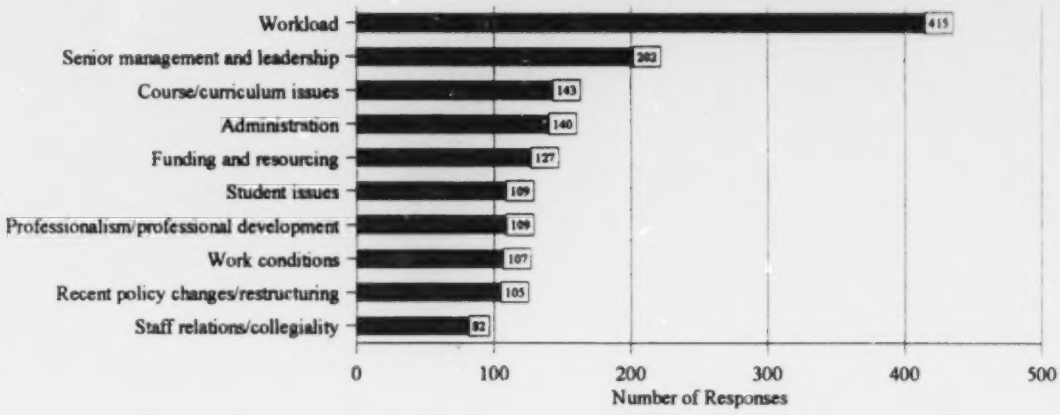
Stresses Mentioned by Respondents

Stresses	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Workload	**62**	**71**	**54**	**65**	**57**
Senior management and leadership	**24**	**43**	**31**	**24**	**31**
Course/curriculum issues	0	11	24	**24**	**23**
Administration	10	21	**26**	12	**23**
Funding and resourcing	0	7	25	10	21
Professionalism/professional development	0	**25**	17	**27**	19
Recent policy changes/restructuring	5	18	21	12	19
Student issues	0	7	20	12	18
Work conditions	10	**25**	17	23	18
Staff relations and collegiality	10	14	15	11	14
Other stresses	**24**	4	7	6	7

Figure 4

Responses to Sources of Stress

N=1539



Workload and senior management and leadership issues were common stresses for all groups. Open Polytechnic staff reported high rates of stress from work conditions and professionalism/professional development. Polytechnic staff were stressed by administration issues and funding and resourcing (supporting the high rating given to these areas in table 27). College of education respondents were significantly more likely to report a high rate of stress relating to professionalism/professional development compared with other groups.

There was no apparent gender division of stresses. Twenty percent of Maori respondents mentioned "other" stresses as a factor in their work stress. These issues largely related to monocultural work conditions and the necessity of providing Maori input into almost anything. Trades tutors were significantly more likely to mention funding and resourcing issues as a source of stress than the remaining respondents. The 34 percent of health professionals and 31 percent of lecturers of degree courses who reported issues of course/curriculum issues as a source of stress, corresponds to the significantly more likely level of significance compared with all other staff.

For the categories mentioned by 20 percent or more, pie charts have been developed to illustrate the more specific issues within each category. These are shown in figure 5.

The following specific issues were mentioned by less than 20 percent of responses:

- *Student issues:* 41 percent of responses were concerned with student attitudes (such as poor motivation) and the quality of students, 28 percent related to student expectations (such as expectations of high marks), and 21 percent to student pastoral care.
- *Professionalism/professional development:* 32 percent of responses related to lack of opportunities for professional development, 30 percent to the quality of work occurring, and 28 percent to the institutional expectations that staff should gain higher qualifications while working.
- *Work conditions:* 37 percent of responses concerned lack of job satisfaction/morale, and 17 percent job uncertainty/security.
- *Recent policy changes/restructuring:* 60 percent of responses related to the impact and requirements resulting from NZQA and ITOs, and 29 percent concerned continual changes and lack of stability.
- *Staff relations/collegiality:* 63 percent of responses concerned poor staff relations, and 17 percent related to lack of time for discussion and collegiality.

Figure 5

Breakdown of Responses to Sources of Stress

Typical comments by respondents referring to their 3 most common sources of work stress included:

Workload:

> Never feeling as though I have enough time to do anything properly.
>
> Not having enough personal breaks to re-charge.
>
> Having to work so much in own time just to keep up—not get ahead.

Senior management and leadership:

> Lack of clear direction from management.
>
> Lack of positive acknowledgment/support from management.

Course/curriculum issues:

> Diversity of courses—inability to research, develop competence, keep up with changes, in so many courses.

Administration:

> Constant irritation with faculty/administration changes: 'Facultyisation' of our Institute, constant changes with funding/administration, incessant meetings.

Funding and resourcing:

> Share one computer and one e-mail with 8 staff!
>
> Course funding—the EFTS formula—it seems to me we are expected to do more in less student contact time or what usually happens is we do the work and don't claim for it.
>
> Funding in terms of restriction on resources, staffing, and personal income.

Student issues:

> Low ability students that we have to keep as 'bums on seats'.
>
> Expectations by students to be spoon-fed because they paid high fees.
>
> I work with 'stressed-out' students—sometimes I feel overloaded by this.

Professionalism/professional development:

> Expectations/requirements to improve qualifications and research and still teach.
>
> As a teacher seeing the quality of my teaching deteriorate is humiliating and demoralising.

Work conditions:

> Actual amount of work is huge so you never reach the completion stage which gives the adrenalin buzz of satisfaction which stimulates us to continue. You feel swamped constantly.

> Inability of employers to acknowledge the proportional nature of my employment.

Recent policy changes/restructuring:

> Fiddling bureaucrats who want to fix things that aren't broken.

> Uncertainties in a climate of constant change. It is now Oct. 19th and I do not know what work I will be doing next year.

Respondents who reported their work as often or almost always stressful were compared with those who reported their work as sometimes or almost never stressful to see if they differed in their responses to other questions. There was no significant difference for age of respondents, although 57 percent of respondents 40 years of age or younger found their job stressful often or almost always, compared with 47 percent of those older than 40 years. Again there was no significant difference for gender, with 53 percent of women finding their work often or almost always stressful compared with 45 percent of men. Length of time spent in present position also had no significant impact on reported stress levels. Forty-seven percent of respondents who had been in their current position for more than 6 years reported finding their job often or almost always stressful, compared with 52 percent who had been in their position for 6 years or fewer. The respondent's level of appointment (principal lecturer, senior lecturer, lecturer, or assistant lecturer) was also of low significance. Analysis against job satisfaction, however, illustrated that respondents who were dissatisfied or very dissatisfied with their job were significantly more likely to report being often or almost always stressed than those who indicated satisfaction with their job. Finally respondents who found their salary inadequately reflected their work were also significantly more likely to report being often or almost always stressed by their work than others.

Levels of Job Satisfaction

Current Job Satisfaction

Table 30 illustrates that 50 percent of respondents indicated they were satisfied with their jobs despite the increase in workloads and stress reported earlier. Female respondents were significantly more likely to report job satisfaction compared with their male colleagues, with 56 percent indicating satisfaction compared with 46 percent of male staff. Boyd and Wylie (1994) report that 65 percent of university staff surveyed indicated they were satisfied or very satisfied with their job.

Table 30

Current Levels of Job Satisfaction

Level of job satisfaction	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Very satisfied or satisfied	91	46	48	54	50
Neutral	0	25	21	16	20
Dissatisfied or very dissatisfied	5	29	28	29	27

Recent Changes to Job Satisfaction

Forty-eight percent of respondents reported declining levels of job satisfaction in recent years compared with 23 percent indicating increased satisfaction (table 31). Women were significantly more likely than men to report an improvement in job satisfaction with 28 percent of women reporting an improvement compared with 18 percent of men. Trades tutors were significantly more likely than any other group to report a deterioration in job satisfaction with 63 percent reporting deterioration compared with 46 percent of all other staff.

Table 31

Recent Changes to Levels of Job Satisfaction

Recent change to job satisfaction	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Much more or more satisfying	57	36	19	26	23
About the same	19	21	23	25	23
Less or much less satisfying	10	39	52	43	48
New to job/not sure	10	4	4	5	4

As a final indicator of job satisfaction and future job prospects, respondents were asked what the likelihood was of their being employed in the same institutional sector of education in 5 years' time. Table 32 shows that 27 percent of respondents indicated they were unlikely to be employed in the tertiary education sector, while another 46 percent were unsure of their future in tertiary education. Trades tutors were significantly more likely than other groups to indicate a likelihood of moving out of tertiary education with 42 percent of trades tutors indicating this. The total average of 27 percent compares with a figure of 15 percent for academic staff at New Zealand universities (Boyd & Wylie, 1994) and 21 percent of New Zealand polytechnic staff in a 1988 survey (Slyfield, Donn, & Kerslake, 1989). Therefore, since 1988 the number of polytechnic staff indicating they were likely to leave the tertiary education sector has increased by 6 percent.

Table 32

Likelihood of Being Employed in the Tertiary Education Sector in the Year 2000

Likelihood	REAP[1] N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total[2] N=534 %
Likely to be in tertiary education sector	19	18	23	32	25
Not likely to be in tertiary education sector	5	21	29	20	27
Not sure	76	61	46	44	46

[1] REAP staff were asked if they thought they would be employed in the REAP sector in 5 years' time and are consequently not included in the total.

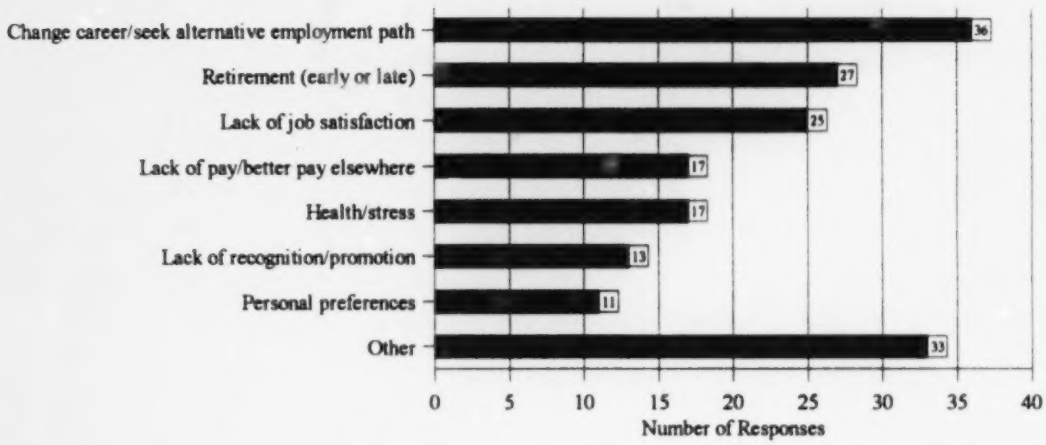
[2] Excluding REAP.

Respondents who indicated that they were likely to leave tertiary education employment within 5 years were asked to describe their reasons. The 179 reasons from 144 respondents were coded and are illustrated in figure 6. Change in career, retirement, and lack of job satisfaction were the major reasons given. "Other" reasons were especially common from trades tutors where it was apparent that an uncertainty over the future of the trades area in polytechnics was a significant factor.

Figure 6

Factors Responsible for Likelihood of Leaving Tertiary Education Employment

N=179



Some typical comments made by those respondents who could foresee leaving within 5 years include:

> Due to government policies, ITO funding; trade training is moving into industry and to possibly < [fewer than] 6 principal polytechs in main centres.
>
> I am not confident that REAP will exist in 5 years' time.
>
> I am currently looking for another job.
>
> Because I have had enough of the 'goodwill' load.

Summary

Work stress was experienced often by 50 percent of all respondents. The majority of respondents had experienced a recent increase in work stress and expected more increases in the future. Work stress was closely linked to workload. Respondents who reported work stress often were significantly more likely to have reported a recent increase in workload, compared with respondents who only sometimes or never experienced work stress.

More than half the total respondents rated the availability of relieving staff, institution climate/morale, and overall level of workload as factors that were often or always stressful. Factors which rated as least often stressful included relations with students and external clients, and involvement with ASTE. In a descriptive response to major sources of stress, issues of workload and senior management and leadership were dominant. Within these areas the volume of work and the lack of recognition received from management were the major contributors to work stress.

Despite a high level of reported work stress, respondents also indicated high levels of job satisfaction with 50 percent of staff finding their job satisfying or very satisfying. However 48 percent of respondents indicated declining levels of job satisfaction in recent years, showing that the high level of job satisfaction was not related to recent reforms. The 27 percent of respondents who did report being dissatisfied with their jobs were significantly more likely to report job stress than those who reported job satisfaction. Twenty-seven percent of respondents indicated they were unlikely to be employed in the tertiary education sector in 5 years' time. Of the factors contributing to the decision of these people, 40 percent were directly related to job satisfaction and stress.

CHAPTER 6

CURRENT CONCERNS AND IMPROVEMENTS

Issues of Concern

Responses to an open-ended question indicated the major issues of concern for the survey respondents. Table 33 shows the highest concern for issues of funding and resourcing, senior management and leadership, and work conditions. Recent policy changes/restructuring were also of concern to many respondents and Open Polytechnic staff were significantly concerned with course/curriculum issues. Issues of least concern were staff relations/collegiality, student issues, and administration.

Table 33

Current Issues Concerning Respondents

Issues	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Funding and resourcing	**48**	**32**	**51**	28	**46**
Senior management and leadership	**24**	**50**	**37**	**45**	**39**
Work conditions	10	21	**31**	**47**	**32**
Recent policy changes/restructuring	**33**	25	28	**34**	29
Workload	10	11	15	14	14
Course/curriculum issues	0	**28**	13	16	14
Professionalism/professional development	10	7	11	7	10
Administration	5	18	5	1	5
Student issues	0	11	5	4	5
Staff relations/collegiality	5	0	4	1	3
Other issues	5	7	11	8	10

Note: The 3 issues receiving the most responses for each group are highlighted.

Maori staff expressed greater than average rates of concern about staff relations/collegiality (9 percent), student issues (11 percent), and other issues (18 percent) which related to monocultural practices and commitment of their institution to kaupapa Māori. Health professionals reported high levels of concern about issues of workload (27 percent) and work conditions (43 percent).

The actual number of responses concerning each issue is presented in figure 7. More detailed analysis of issues of concern mentioned by 20 percent or more of total respondents is illustrated in figure 8, and a breakdown of the other groups follows:

- *Workload:* 38 percent of responses were concerned with the volume of work, 18 percent with expectations and demands, and 17 percent with the number of students or number of contact hours.

Figure 7

Issues of Concern Mentioned in Responses

N=1266

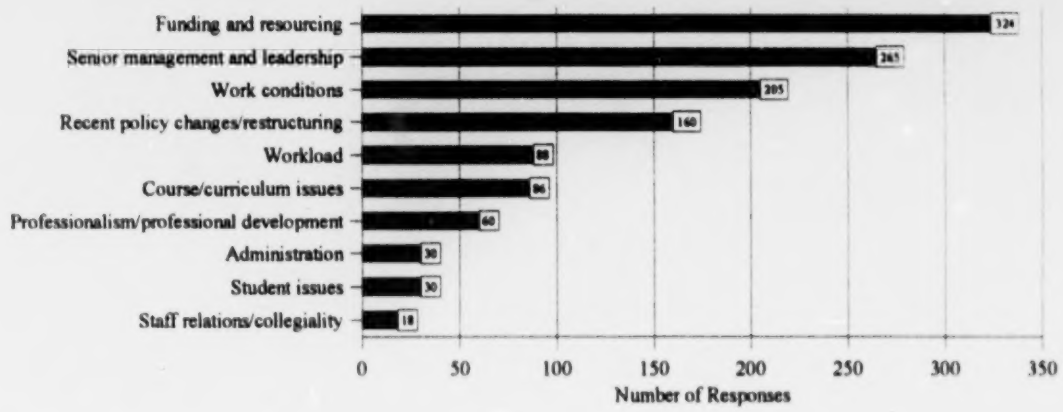
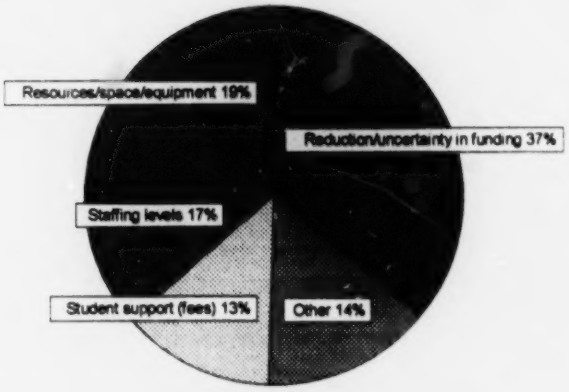


Figure 8

Breakdown of Responses to Major Concerns

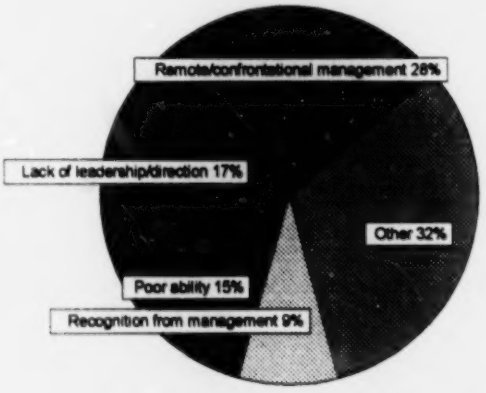
Funding and Resourcing

N=324



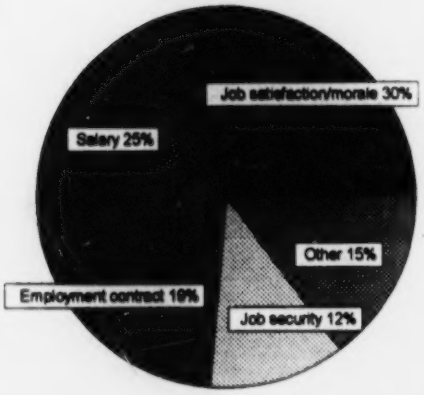
Senior Management and Leadership

N=265



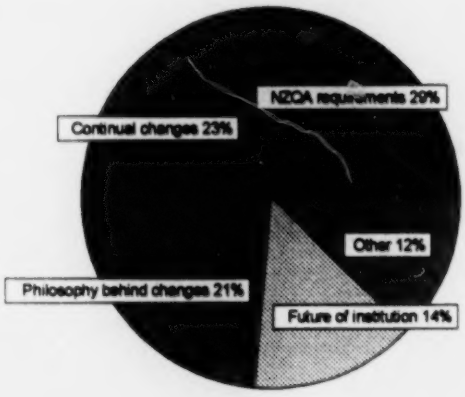
Work Conditions

N=205



Recent Policy Changes/Restructuring

N=160



- *Course/curriculum issues:* 42 percent of responses were concerned with either the trend to higher-level courses or the lack of concern for lower-level courses, 14 percent were concerned with the future of courses.
- *Professionalism/professional development:* 35 percent of responses were concerned with the lack of access to professional development, 30 percent with the quality of teaching, and 22 percent with the demands for higher qualifications and research.
- *Administration:*33 percent of responses were concerned with the dominance of administration over other work, and 30 percent with the general demands of administrative work.
- *Student issues:* 50 percent of responses were concerned with the quality and motivation of students.
- *Staff relations/collegiality:* 89 percent of responses related to the quality of staff interactions.

Some typical examples of comments provided by respondents include:

Funding and resourcing:

> Bums on seats. EFTS are higher than god.
>
> Spending time, money and resources on issues which 'take from the chalk face'.
>
> Pressure to have increasing number of EFTS regardless of whether students are suitable for courses.
>
> Misuse of funding—should be spent on students who generate it.

Senior management and leadership:

> Rules by divide and conquer.
>
> Very poor communication between management and those at the coal face!
>
> Lack of appreciation by senior management of what I'm doing.

Work conditions:

> Carrying considerable responsibility on a goodwill basis.
>
> Staff morale—there is a general air of gloom.
>
> Really low staff morale—a lot of talented people with so much to give, yet seeing them being driven into the ground is personally very distressing to me.

Recent policy changes/restructuring:

> Having to grow in order to survive.
>
> I use to work in a first class polytechnic, now I work in a third class university.
>
> Not focused on the 'real' function of the polytechnic: other agendas being pursued with no regard for the 'core' business of the polytechnic.
>
> Qualification Framework has narrowed down the perception of what Education (capital 'E') is. Everyone is running after Units instead of after Learning.

Restructuring occurring without analysis of implications of change—change for the sake of change does not engender efficiencies.

A real push for the lecturer/tutor division that the universities have—big lecture theatres to be 'cost effective' and a down-grading of interactive teaching ('tutoring'). This will kill the real advantage polytechs currently have over universities.

Workload:

Have become everything to everybody.

Course/curriculum issues:

Development of degree courses at the expense of other programmes.

The trend of 'dropping off' trade areas and creating degree courses in areas traditionally covered by universities.

Professionalism/professional development:

The systematic de-professionalisation of the tutorial role/function.

Implications that tutors will need to be working toward higher qualifications.

Administration:

The devolution of administration and management tasks.

Student issues:

The disenchantment of youth.

Students as consumers getting short-changed.

Improvements

In response to an open-ended question, staff provided 3 changes to their job that would make it more worthwhile. Analysis shows that changes to work conditions, workload, and funding and resourcing were the most common areas mentioned (table 34). Polytechnic staff were significantly more likely to mention changes to funding and resourcing than other groups. College of education staff, on the other hand, were significantly more likely to mention changes to professionalism/professional development than other groups. Areas mentioned least often were changes to student issues and staff relations/collegiality.

Table 34

Changes That Would Make Job More Worthwhile

Changes to . . .	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Work conditions	**29**	**50**	**39**	**41**	**39**
Workload	**33**	29	**39**	**36**	**38**
Funding and resourcing	**29**	21	**37**	13	**33**
Professionalism/professional development	14	**32**	26	**42**	29
Senior management and leadership	14	**32**	26	29	27
Administration	10	21	17	5	16
Course/curriculum issues	0	7	12	19	13
Recent policy changes/restructuring	5	14	12	5	11
Staff relations/collegiality	0	0	7	14	8
Student issues	5	0	4	0	4
Other changes	0	4	7	2	6

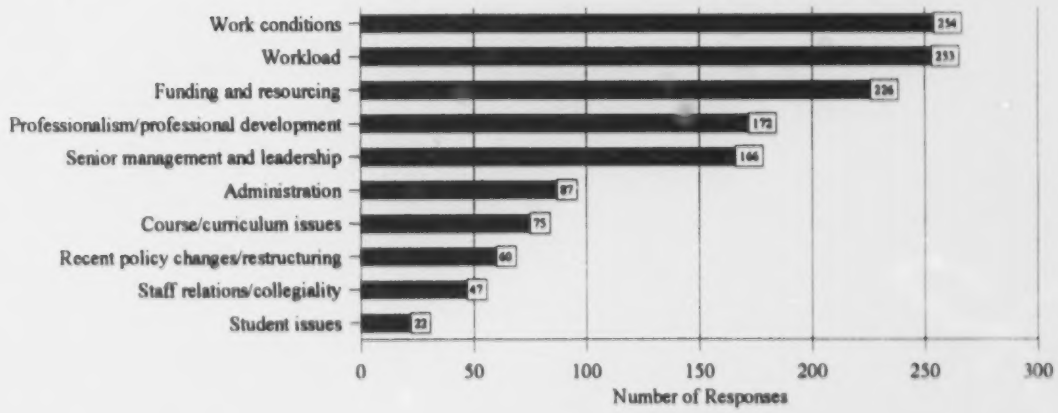
Note: The 3 work areas that received the most responses for each group are highlighted.

Maori respondents rated changes to funding and resourcing (43 percent) and changes to professionalism/ professional development (43 percent) as more worthwhile than the total average. Health professionals mentioned changes to workload at a rate well above average (49 percent). Figure 9 illustrates the actual number of responses relating to each area.

Figure 9

Changes That Would Make Job More Worthwhile

N=1362



A more detailed analysis of the areas mentioned by 20 percent or more of respondents is illustrated in figure 10. The other areas had the following characteristics:

- *Administration:* 71 percent of responses indicated they would like less administrative duties or more time for them; a further 21 percent indicated a desire for assistance with administration.
- *Course/curriculum issues:* 25 percent of responses indicated their job would be more worthwhile if they had more opportunity (especially time) for curriculum development, 21 percent would like less variety in the subject areas they taught, and 16 percent reported they would change assessment practices.
- *Recent policy changes/restructuring:* 38 percent of responses would change NZQA requirements, and 28 percent would slow down the pace of reforms with a period of consolidation/stability.
- *Staff relations/collegiality:* 77 percent of responses indicated their job would be more worthwhile if staff relations were improved with regular contact with colleagues.
- *Student issues:* 90 percent of responses would prefer more motivated and higher-quality students.

The following are typical examples of the changes suggested by respondents:

Work conditions:

> Realistic work requirements/job description for proportional position.
>
> A salary which equates to the work done.
>
> Change organisation culture so it is not workaholic. Support each other to stop working—learn to say no without feeling guilty.

Workload:

> Being able to clarify my role so it is more manageable.
>
> To get my nights/weekends back. Scary thought keeping this pace up until retirement.

Professionalism/professional development:

> Opportunities for sabbatical—time out for refreshment and renewal.
>
> Be given time and recognition for increasing qualifications which now occurs in own time.
>
> Quality professional development time—doing Masters and working full-time on 10 days leave per year is diabolical.

Senior management and leadership:

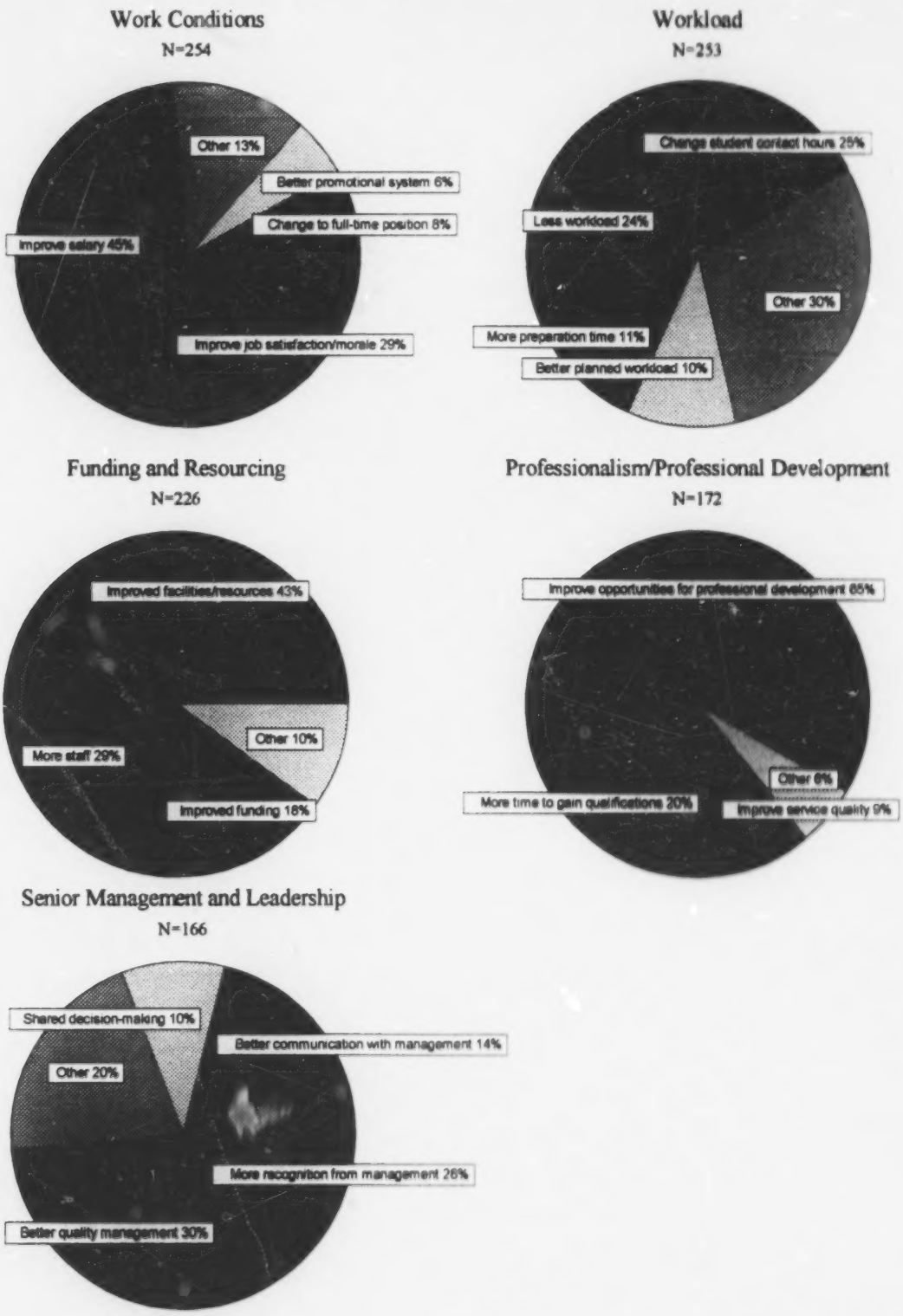
> Greater recognition—feedback. It appears that many at College get feedback when something goes wrong. Who acknowledges the successes?

Administration:

> The increased mass of paper—staff employed to help institute administration while laying off tutorial and technician staff in our area.

Figure 10

Breakdown of Responses to Changes That Would Make Job More Worthwhile



Course/curriculum issues:

> Take three unbroken, uninterrupted weeks . . . to plan next year's degree paper (much of the subject is new to me).
>
> Bicultural component assistance/advice—Kuia on campus.
>
> Provide proper time allowance for curriculum development so it is not concurrent with teaching requirements.

Recent policy changes/restructuring:

> No major change in structure of administration or courses or NZQA for 3 more years.
>
> Dig a big hole and dump NZQA into it.
>
> The cessation of everyone reinventing the wheel.

Staff relations and collegiality:

> Opportunities to reflect, read, network, discuss—time to be more innovative, to debate and listen—even to write!
>
> More contact with colleagues working in a similar area.

Goals of Institution

Respondents rated a series of potential goals for their institution according to the importance of each goal. The ratings were based on the following scale:

0 - Not applicable	1 - Never important
2 - Seldom important	3 - Moderately important
4 - Often important	5 - Always important

Table 35 shows the percentage of respondents rating goals either often or always important and the mean rating. The list of potential goals for REAPs differ from the other institutions and are considered separately.

The 3 most commonly rated goals have been highlighted for each group. Increased funding, excellence in teaching, and recognition for institution had the highest ratings by total respondents. Only a third of respondents rated growth in staff numbers as often or always important. There was considerable variance in the value of the goals between the institution types. Frater, Stuart, Rose, and Andrews (1995) reported a similar hierarchy of goals for polytechnics and colleges of education and a similar variance between institution type.

Table 35

Institutional Goals Rated as "Always" or "Often" Important by Respondents

Goals	Open Polytechnic N=28 % Mean	Polytechnic N=423 % Mean	College of Education N=83 % Mean	Total N=534 % Mean
Increased funding	74 (4.15)	**83 (4.41)**	**85 (4.41)**	**83 (4.39)**
Excellence in teaching	**78 (4.22)**	**77 (4.32)**	**82 (4.49)**	**77 (4.34)**
Recognition for institution	**82 (4.26)**	72 (4.08)	**75 (4.14)**	**73 (4.10)**
Growth in student numbers	59 (3.70)	**73 (4.17)**	73 (4.23)	72 (4.16)
Interaction with community	46 (3.38)	65 (3.92)	65 (3.84)	64 (3.88)
High-calibre management	**76 (4.08)**	63 (3.83)	68 (3.86)	64 (3.85)
Promoting cultural understanding	48 (3.59)	60 (3.79)	62 (3.93)	60 (3.79)
Increased qualifications for students	35 (3.23)	62 (3.77)	63 (3.77)	60 (3.74)
Increased qualifications for staff	67 (4.00)	58 (3.69)	63 (3.81)	59 (3.72)
Improved teaching facilities	64 (3.60)	52 (3.64)	40 (3.40)	51 (3.60)
Improved study facilities for students	35 (2.94)	52 (3.61)	42 (3.37)	50 (3.55)
Excellence in research	63 (3.70)	47 (3.38)	56 (3.63)	49 (3.44)
Expanding range of subjects	27 (3.00)	48 (3.50)	40 (3.26)	46 (3.44)
Growth in staff numbers	33 (3.07)	33 (2.98)	31 (2.92)	33 (2.98)

Across the other occupational groups analysed there is similar variance. Female staff were significantly more likely than male staff to rate the goal of increasing student qualifications as often or always important with 71 percent of female and 49 percent of male staff indicating this.

Maori staff were significantly more likely to rate excellence in research as an important goal compared with non-Maori staff, with 67 percent rating it as always or often important compared with 45 percent of non-Maori staff.

Trades tutors were significantly more likely to rate the importance of excellence in research lower than any other group with 42 percent rating this as never or seldom important compared with 22 percent of other staff.

Health professionals were significantly more likely than other groups to rate the increase in staff qualifications as often or always important with 79 percent indicating this compared with 60 percent of other staff.

Non-full-time staff were significantly more likely to rate growth in staff numbers as often or always important, compared with full-time staff, with 45 percent of non-full-timers indicating this as opposed to 31 percent of full-time staff.

Over 90 percent of REAP respondents rated interaction with the community, high-calibre management, and excellence in programme delivery as often or always important goals for their institution. As with the other institutions, growth in staff numbers was rated the lowest goal.

Summary

The primary issues of concern for staff related to funding and resourcing, senior management and leadership, and work conditions. The reduction and uncertainty regarding funding was the major area of concern within the funding and resourcing issue. The remoteness and confrontational character of

management dominated the issue of senior management, while job satisfaction and salary were the primary concerns within work conditions. Issues of least concern related to staff relations/collegiality, students, and administration.

In order to make respondents' jobs more worthwhile changes in work conditions, workload, and funding and resourcing were the priority areas. There was considerable variation among the institutional groups. Most notable was the high priority given to funding and resourcing by polytechnic staff and the high priority given to professionalism/professional development issues by college of education staff. Salary and job satisfaction again dominated issues of work conditions. A change in the number of student contact hours and the level of workload were the major issues reported under workload. The major issues relating to funding and resourcing were improved facilities and resources, and more staff. Changes in student issues and staff relations/collegiality received least priority.

There was a wide variation in the priorities of goals rated by respondents. Over all, increased funding, excellence in teaching, and recognition for institution were most commonly rated as often or always important. The potential goal that was rated significantly lower than all other goals was growth in staff numbers.

CHAPTER 7

CONCLUSION: WORKLOAD AND STRESS

Relationship Between Workload and Stress

- The total weekly workload hours calculated, 47.9 hours for the survey and 50.3 hours for the diary, indicates considerable "goodwill" workload by ASTE members. Despite this workload, only 27 percent of respondents felt dissatisfied with their jobs. Considering the passion often associated with the teaching profession, this result is perhaps not surprising. The 50 percent of respondents who currently experience job-related stress is probably a better indication of the consequences of high workloads.

- Investigating recent changes to workload helps to clarify the relationship between workload and stress. A considerable majority of respondents (88 percent) reported recent increases in their workload. Despite this, or perhaps as a consequence of this, the quality of work in many areas had reportedly increased, for example, in course planning/curriculum development and teaching. However, it is also evident that the recent increases in workload have had significant costs. Almost half (48 percent) of respondents indicated their job had recently become less satisfying, and the quality of working life had deteriorated for 63 percent of all respondents. Perhaps the most telling outcome of increased workloads is the 81 percent of respondents who reported experiencing increased job-related stress in recent years.

Effect of Educational Reforms

- The relationship between current and recent changes to job satisfaction and stress appears to indicate that current job satisfaction derives from the content of work itself, and increases in job dissatisfaction and stress relate to recent changes in the context of the educational reforms.

- The most common reported work area that contributed to recent workload increases—course planning/curriculum development—is reflective of the impact of recent educational reforms. This additional workload translated to reported improvements in this area. Work areas where staff have little influence, such as method and level of funding, received strong indications of having deteriorated. This suggests that in areas where staff have some control or are close to what respondents articulated as "the chalk face", for example, course planning, teaching, and interactions with students and clients, a net improvement in work situation was experienced. Conversely, in areas over which staff have little control, for example, funding, ability to take leave, and quality of management staff, a net deterioration in situation was experienced. In other words, staff experienced an improvement in areas relating to their "job" *per se* and a deterioration in areas relating to wider "employment" issues. This indicates that where possible staff have made the most of recent educational reforms but are limited in their ability to do so.

- New or expanded job requirements were the main reason given for changes to workload. Although these requirements are not clearly defined the concept is consistent with recent educational reforms. Other factors that rated highly as reasons for workload changes also relate to the reforms: greater student expectations (often indicated to be linked to increase in student contribution to tuition costs); requirements resulting from the Qualifications Framework; and changed administrative requirements.

- Factors that contributed significantly to job-related stress were again those which were most inseparable from work on a daily basis: institution climate/morale, level of workload, the availability of relieving staff,

and senior management/leadership issues. Broader factors of funding and resourcing dominated the concerns of respondents at the institutional level. Chalk-face issues of changes to workload and work conditions returned as factors that were most likely to lead to respondents' jobs becoming more worthwhile.

REAP

- The results indicate the particular situation of the different institutional groups. Although generalising for the small and diverse REAP group of staff has its limitations, an immediate analysis would suggest this group is comparatively less stressed and more satisfied in their employment than the other groups of staff. Nevertheless there were strong concerns within the REAP sector relating to its future. Current policy reviews and funding and resourcing issues dominated these concerns.

The Open Polytechnic

- Staff from the Open Polytechnic sector also responded comparatively more favourably to questions of job stress and satisfaction. The issues more particular to this sector appear to relate to the increased interface with students through greater teaching and contact time. Recent increases in student numbers have had a significant effect on staff workload and contribute to a strong indication of increasing workload levels in the future.

Polytechnics

- The staff working within the wider polytechnic sector reported a recent increase in workload at the greatest rate. Polytechnic staff also reported a recent decline in job satisfaction and expected increases in job stress at rates higher than the other groups. Funding and resourcing issues were particularly common factors affecting all areas of work in this sector, as were the impact of recent policy changes and course/curriculum issues.

Colleges of Education

- College of education staff worked, on average, longer hours per week than other staff. Work conditions, in particular climate/morale, featured as a prominent issue for this sector. Professionalism and professional development issues were also particularly relevant to the situation for college of education staff.

Comparisons

Other Education Sectors

- The results of the survey indicate similar patterns to previous research in the education sector in terms of hours worked per week and recent increases to workload. Common reports of workload increases in areas of course planning and administration are similar to research findings for other educational sectors in New Zealand. Increases in consultancy work and the relative decline in professional development are common in the university sector. Of particular note to the polytechnic and college of education sectors is the relative growth in importance of research work and personal upskilling compared with the university sector.

- The percentage of staff experiencing work stress in the survey was almost identical to that reported in previous research in the United Kingdom and New Zealand universities. The dominance of work

conditions, workload, and management issues as factors contributing to work stress is consistent with previous research. The availability of relieving staff, as the factor most often rated as stressful, differs from findings of previous research.

Staff Groups

- The variability in workload and stress experienced by different staff groupings reflects the results of previous research. It is common for female staff to report working, on average, consistently longer hours than their male counterparts. Likewise female staff more readily report work stress than male staff. Workload and stress issues for Maori tertiary staff have not been significantly evaluated in the past. However, this survey supports anecdotal evidence that Maori staff often experience particular pressures related to expectations within particular work areas and external factors such as iwi requirements. The survey also shows issues particular to a number of other staff groupings for which no comparative data exist.

Conclusion

- The survey records similar findings to previous research in the educational sector that report connections between workload and stress. Anecdotal evidence that significant numbers of staff have experienced recent increases in workload and stress is supported by the survey. A variety of factors rated as contributing to increases in workload and stress suggests that recent educational reforms have had an influence on the workload and stress experienced by ASTE members. Despite increases in workload, a primary goal of respondents—teaching quality—has had a reported net improvement. However, the evidence suggests that an improvement in teaching quality has been at the expense of increasing levels of staff stress, job dissatisfaction, and an overall deterioration in the quality of working life in general. The extent to which these factors can continue to deteriorate, or indeed remain at their current levels, without negatively impacting on teaching quality is unknown.

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APPENDIX A

DETAILS OF RESPONDENTS AND ADDITIONAL TABLES

Table 36

Sample Population and Return Rate

	REAP	Open Polytechnic	Polytechnic	College of Education	Total
Sample population	35	35	636	121	827
Respondent population	21	28	423	83	555
Return rate	60%	80%	67%	69%	67%

Table 37

Sample Population and Return Rate of Workload Diary

	REAP	Polytechnic	College of Education	Total
Sample population	20	50	30	100
Respondent population	13	26	20	59
Return rate	65%	52%	67%	59%

Table 38

Ethnicity of Respondents

	REAP	Open Polytechnic	Polytechnic	College of Education	Total
	N=21	N=28	N=423	N=83	N=555
Ethnicity	%	%	%	%	%
Pakeha/European	86	93	87	92	88
Maori	29	0	7	8	8
Pacific Island	0	0	1	0	1
Asian	0	4	1	1	1
Other	5	4	5	0	5

Note: Totals may be greater than 100 percent as some respondents indicated more than one category.

Table 39

Gender of Respondents

Gender	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Female	76	21	50	67	52
Male	24	79	49	32	46

Between 1–2 percent of respondents did not specify their gender. The other occupational groups used in the analysis had the following female-to-male ratios: Maori (59:41), trades tutors (7:93), health professionals (86:14), lecturers of degree courses (55:45), non-full-time staff (75:25).

Table 40

Age of Respondents

Age	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Less than 21 years	0	0	0	0	0
21–30 years	5	0	2	2	2
31–40 years	33	21	24	14	23
41–50 years	**29**	**43**	**48**	**57**	**48**
51–60 years	33	29	23	25	24
More than 60 years	0	7	2	0	2

Note: The median category for each group is highlighted.

Table 41

Employment Category of Respondents

Category	Total[1] N=534 %
Principal lecturer/tutor/academic staff member	7
Senior lecturer/tutor/academic staff member	31
Lecturer/tutor/academic staff member	55
Tutorial assistant	1
Other	12

[1] Excludes REAP respondents and totals greater than 100 percent as some respondents indicated more than one category.

Note: "Other" consisted mainly of heads of department/school, course/programme co-ordinators, and counsellors.

REAP respondents were from the following work areas: early childhood educators (33 percent), community education organisers (29 percent), officers and office assistants (14 percent), other (19 percent).

Table 42

Additional Employment Groupings of Respondents

Group	Number
Trades tutor	95
Health professional	70
Lecturer of degree course	152

Table 43

Percentage of Respondents Reporting Increases in Workload Areas

Area	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total[1] N=534 %
Course planning/curriculum development	*	**82**	**82**	**77**	**81**
Marking and assessment/moderation	*	**71**	**76**	**56**	**73**
Internal administration/advisory committees	**57**	68	**74**	**62**	**72**
Student queries/supervision	*	**71**	64	**56**	63
Personal upskilling/qualification attainment	*	46	47	44	47
Student pastoral care	*	39	46	49	46
Teaching	*	**75**	42	38	43
Professional development/training	33	32	32	38	33
Research/writing/publishing	*	50	31	36	33
Consultancy work/professional services	38	21	26	43	28
Cultural requirements	19	18	22	24	22
Direct programme development	**52**	*	*	*	*
Community/participant assessment/queries	**52**	*	*	*	*
Word processing/copying/collating	43	*	*	*	*
Professional networking/liaison	38	*	*	*	*
Community/participant interactions	38	*	*	*	*
Travelling	33	*	*	*	*
Other areas	14	29	22	31	24

[1] Total excludes REAP.

* denotes categories that are not common to all occupational groups.

The 3 areas most commonly rated as increased have been highlighted for each group.

Table 44

Percentage of Respondents Reporting No Change in Workload Areas

Area	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total[1] N=534 %
Cultural requirements	**52**	**36**	**41**	**48**	**42**
Professional development/training	24	**36**	**36**	**42**	**37**
Teaching	*	11	**36**	**38**	**35**
Student pastoral care	*	**21**	**33**	30	31
Student queries/supervision	*	14	28	31	28
Personal upskilling/qualification attainment	*	**21**	26	30	27
Consultancy work/professional services	19	7	23	24	23
Research/writing/publishing	*	18	20	29	21
Internal administration/advisory committees	14	18	18	25	19
Marking and assessment/moderation	*	18	16	27	17
Course planning/curriculum development	*	4	11	12	11
Community/participant interactions	**38**	*	*	*	*
Travelling	**29**	*	*	*	*
Word processing/copying/collating	**29**	*	*	*	*
Professional networking/liaison	24	*	*	*	*
Community/participant assessment/queries	24	*	*	*	*
Direct programme development	14	*	*	*	*
Other areas	5	14	18	45	22

[1] Total excludes REAP.

* denotes categories that are not common to all occupational groups.

The 3 areas most commonly rated as unchanged have been highlighted for each group.

Table 45

Percentage of Respondents Reporting Decreases in Workload Areas

Area	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total[1] N=534 %
Professional development/training	**24**	**32**	**27**	**17**	**26**
Personal upskilling/qualification attainment	*	**29**	**22**	**18**	**22**
Teaching	*	7	**18**	**13**	**17**
Research/writing/publishing	*	18	10	**13**	11
Consultancy work/professional services	0	**32**	6	11	8
Student pastoral care	*	4	5	10	6
Internal administration/advisory committees	0	14	4	5	5
Cultural requirements	**19**	4	3	7	4
Marking and assessment/moderation	*	4	2	5	3
Student queries/supervision	*	4	2	5	3
Course planning/curriculum development	*	4	1	2	2
Direct programme development	0	*	*	*	*
Professional networking/liaison	**14**	*	*	*	*
Community/participant interactions	10	*	*	*	*
Travelling	10	*	*	*	*
Word processing/copying/collating	5	*	*	*	*
Community/participant assessment/queries	0	*	*	*	*
Other areas	0	7	3	1	3

[1] Total excludes REAP.

* denotes categories that are not common to all occupational groups.

The 3 areas most commonly rated as decreased have been highlighted for each group.

Table 46

Percentage of Respondents Reporting Improvement in Work Situation

Quality of . . .	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total[1] N=555/534 %
Course planning/curriculum development	*	**68**	**53**	**62**	**55**
Teaching	*	**54**	**49**	**56**	**51**
Interactions with students/participants	48	43	**41**	**43**	**42**
Student evaluations of teaching	*	39	38	39	38
Ability to promote innovation in students/clients	52	39	36	36	37
Ability to be innovative in teaching/work	**62**	39	35	37	37
Interactions with external clients	*	33	38	38	34
Resources/equipment	**67**	**57**	32	31	34
Interactions with colleagues	48	29	30	32	31
Administration and planning in faculty/REAP	**71**	46	27	29	30
Level of autonomy in job	33	32	27	24	27
Work environment (space, lighting, etc.)	43	21	26	23	26
Performance reviews and appraisals of work	33	18	27	14	25
Opportunities for professional development	38	32	21	20	22
Interactions with management staff/organisation	52	14	17	18	19
Management within institution/REAP	43	11	17	16	18
Research work	*	14	15	29	17
Career prospects/promotion opportunities	14	11	17	19	17
Working life in general	14	14	14	18	17
Level of funding for area/REAP	14	25	5	8	7
Method of funding for area/REAP	19	14	4	7	6
Ability to take advantage of entitled leave	5	4	5	5	5
Programme development work	48	*	*	*	*
Networking/liaison work	43	*	*	*	*
Interactions with external providers of courses	29	*	*	*	*

[1] Total excludes REAP.

* denotes categories that are not common to all occupational groups.

The 3 areas most commonly rated as decreased have been highlighted for each group.

Table 47

Percentage of Respondents Reporting No Change in Work Situation

Quality of . . .	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total[1] N=555/534 %
Level of autonomy in job	33	39	**45**	**49**	**45**
Work environment (space, lighting, etc.)	33	29	**45**	**46**	**44**
Student evaluations of teaching	*	36	**46**	36	**44**
Performance reviews and appraisals of work	**48**	**54**	42	**39**	43
Ability to take advantage of entitled leave	**62**	**43**	43	29	42
Career prospects/promotion opportunities	**52**	**43**	33	33	35
Interactions with management staff/organisation	33	39	32	36	33
Interactions with external clients	*	36	32	32	32
Ability to be innovative in teaching/work	24	25	33	32	32
Interactions with students/participants	19	14	32	29	31
Interactions with colleagues	33	29	31	31	31
Resources/equipment	14	18	30	37	30
Ability to promote innovation in students/clients	10	32	33	23	30
Opportunities for professional development	24	18	20	29	22
Method of funding for area/REAP	19	18	20	27	21
Administration and planning in faculty/REAP	19	21	19	23	20
Management within institution/REAP	29	25	18	19	19
Teaching	*	14	19	12	17
Level of funding for area/REAP	33	4	14	29	17
Working life in general	10	21	18	16	17
Research work	*	18	14	19	15
Course planning/curriculum development	*	7	14	11	13
Networking/liaison work	19	*	*	*	*
Interactions with external providers of courses	14	*	*	*	*
Programme development work	10	*	*	*	*

[1] Total excludes REAP.

* denotes categories that are not common to all occupational groups.

The 3 areas most commonly rated as decreased have been highlighted for each group.

Table 48

Percentage of Respondents Reporting Deterioration in Work Situation

Quality of . . .	REAP	Open Polytechnic	Polytechnic	College of Education	Total[1]
	N=21	N=28	N=423	N=83	N=555/534
	%	%	%	%	%
Level of funding for area/REAP	**14**	**61**	**68**	46	**62**
Working life in general	**62**	**61**	**61**	**54**	**58**
Opportunities for professional development	**24**	46	**53**	42	**50**
Management within institution/REAP	5	**54**	49	**48**	47
Ability to take advantage of entitled leave	**14**	50	44	**57**	46
Administration and planning in faculty/REAP	0	32	45	36	42
Method of funding for area/REAP	10	46	44	36	42
Interactions with management staff/organisation	10	46	40	38	39
Career prospects/promotion opportunities	0	39	37	26	34
Resources/equipment	5	21	37	26	33
Interactions with colleagues	10	43	33	29	32
Work environment (space, lighting, etc.)	10	46	28	27	28
Ability to be innovative in teaching/work	5	21	27	23	25
Research work	*	36	22	21	23
Level of autonomy in job	**14**	29	23	21	23
Ability to promote innovation in students/clients	10	21	23	20	22
Interactions with students/participants	0	32	23	17	22
Teaching	*	21	24	13	22
Course planning/curriculum development	*	14	24	14	22
Interactions with external clients	*	21	16	16	16
Performance reviews and appraisals of work	0	14	12	6	11
Student evaluations of teaching	*	14	6	6	7
Networking/liaison work	**14**	*	*	*	*
Interactions with external providers of courses	5	*	*	*	*
Programme development work	5	*	*	*	*

[1] Total excludes REAP.

* denotes categories that are not common to all occupational groups.

The 3 areas most commonly rated as decreased have been highlighted for each group.

Table 49

Percentage of Respondents Receiving Adequate Training

Training area	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Everyday requirements of job	81	75	58	52	59
New job responsibilities/courses	57	32	27	19	27
New technology/computers/equipment	38	46	25	19	26
New administration/procedural requirements	33	54	23	17	24

Table 50

Percentage of Respondents Not Receiving Adequate Training

Training area	REAP N=21 %	Open Polytechnic N=28 %	Polytechnic N=423 %	College of Education N=83 %	Total N=555 %
Everyday requirements of job	5	14	30	35	30
New job responsibilities/courses	5	32	59	68	57
New technology/computers/equipment	38	36	62	70	61
New administration/procedural requirements	29	25	59	61	56

Table 51

Factors Rated as "Always" or "Often" Stressful by Less than 25 Percent of Respondents

Factors	Open Polytechnic N=28 % Mean	Polytechnic N=423 % Mean	College of Education N=83 % Mean	Total N=534 % Mean
Relations with students	4 (1.85)	3 (2.02)	0 (1.96)	3 (2.00)
Involvement with ASTE	0 (1.57)	4 (1.75)	4 (1.97)	4 (1.78)
Relations with outside clients	8 (2.12)	4 (1.94)	3 (2.17)	4 (2.00)
Relations with colleagues	4 (2.00)	6 (2.19)	5 (2.17)	6 (2.18)
Relations with those supervised	6 (2.25)	8 (2.24)	3 (2.06)	7 (2.21)
Cultural requirements	9 (2.23)	9 (2.14)	6 (2.19)	8 (2.16)
Student queries/supervision	15 (2.42)	8 (2.36)	12 (2.47)	9 (2.38)
Student pastoral care	0 (2.16)	11 (2.37)	8 (2.37)	10 (2.37)
Professional development/training	15 (2.54)	12 (2.29)	9 (2.26)	12 (2.31)
Relations with supervisors	18 (2.32)	14 (2.45)	5 (2.16)	13 (2.40)
Contact teaching/teaching	12 (2.73)	15 (2.68)	12 (2.57)	14 (2.67)
Job autonomy/academic freedom	21 (2.46)	15 (2.39)	12 (2.23)	15 (2.37)
Student expectations	4 (2.35)	15 (2.60)	17 (2.63)	15 (2.59)
Consultancy work/professional services	*	15 (2.42)	18 (2.70)	16 (2.51)
Quality of work	*	18 (2.55)	16 (2.54)	18 (2.55)
Feedback about work	21 (2.96)	19 (2.54)	20 (2.62)	20 (2.58)
Clarity of job position/description	18 (2.50)	22 (2.65)	22 (2.57)	22 (2.63)
Job security	*	24 (2.55)	21 (2.43)	23 (2.54)
Student numbers/class sizes	*	22 (2.67)	23 (2.95)	23 (2.72)
Department/faculty organisation	19 (2.59)	*	19 (2.48)	*
Office/work/teaching space	*	*	19 (2.28)	*
Equipment and technology	*	*	19 (2.57)	*
Irregularity/unpredictability of workload	22 (3.00)	*	*	*
Level and method of funding for area	*	*	24 (2.75)	*
Understanding of new policies	*	*	24 (2.93)	*

* denotes factors that were rated as stressful by more than 25 percent of this group.

APPENDIX B

STANDARD QUESTIONNAIRE AND ADDITIONAL MĀORI SECTIONS

WORKLOAD AND STRESS QUESTIONNAIRE FOR ASTE MEMBERS

This questionnaire is part of a survey being undertaken by the New Zealand Council for Educational Research (NZCER) for the Association of Staff in Tertiary Education (ASTE). It is designed to gather information about the workloads, stress factors, and related issues of ASTE members.

NZCER is an independent organisation whose purpose is to promote quality education for New Zealanders through research and resources, advice and information.

Only the NZCER research team will see your completed questionnaire. The questionnaire is coded solely for the purpose of administering the responses. Your names and responses will be held in *complete confidence*. Individuals and individual departments or faculties will not be identifiable in the survey report.

Instructions

Please answer this questionnaire by:

- ticking all boxes that apply
AND/OR *- writing in the space provided*

A number of questions in this questionnaire refer to RECENT YEARS. The time frame referred to is from 1989 onwards.

The final four pages of the survey deals specifically with issues that may concern you as a Māori staff member. The questions are presented in both Māori and English. Please feel free to answer these questions, and any others in the survey, as either an individual or through consultation with Māori colleagues and whānau.

The questionnaire should take approximately 30 minutes to complete.

Code [ ]

SECTION A - OCCUPATIONAL DETAILS

1. Please indicate the total length of time you have spent in polytechnic or college of education employment:

☐ a) 0-5 yrs ☐ b) 6-10 yrs ☐ c) 11-20 yrs ☐ d) 21-30 yrs ☐ e) 31+ yrs

2. How long have you been in your *present* position at your institution?

☐ a) Less than 1 yr - ☐ b) 1-2 yrs ☐ c) 3-4 yrs ☐ d) 5-6 yrs ☐ e) 7-8 yrs ☐ f) 9+ yrs

3. Are you employed by your: *(Please answer according to institution type.)*

a) Polytechnic ☐ a) Full-time **or** ☐ b) Proportional **or** ☐ c) Part-time/casual

b) College of Education ☐ a) Full-time **or** ☐ b) Part-time **or** ☐ c) Relieving

4. Are you employed on a tenured or limited-tenured contract?

☐ a) Tenured/permanent ☐ b) Limited-tenured ☐ c) Other

5. Please indicate your employment category:

☐ a) Principal lecturer/tutor/academic staff member ☐ b) Senior lecturer/tutor/academic staff member
☐ c) Lecturer/tutor/academic staff member ☐ d) Tutorial assistant
☐ e) Other **(please describe)**

_____

f123
456
789

6. What is the average number of hours you spend on work per week during term/semester time?

☐ a) 0-9 hrs ☐ b) 10-19 hrs ☐ c) 20-29 hrs ☐ d) 30-34 hrs
☐ e) 35-39 hrs ☐ f) 40-44 hrs ☐ g) 45-49 hrs ☐ h) 50-54 hrs
☐ i) 55-59 hrs ☐ j) 60-64 hrs ☐ k) 65-69 hrs ☐ l) 70+ hrs

7. What is the average number of hours you spend on work per week in non-term/semester time?

☐ a) 0-9 hrs ☐ b) 10-19 hrs ☐ c) 20-29 hrs ☐ d) 30-34 hrs
☐ e) 35-39 hrs ☐ f) 40-44 hrs ☐ g) 45-49 hrs ☐ h) 50-54 hrs
☐ i) 55-59 hrs ☐ j) 60-64 hrs ☐ k) 65-69 hrs ☐ l) 70+ hrs

8. Do you ever work in the evenings or take work home (excluding shift work/rostered duties)?

☐ a) Yes - on 3 or more evenings a week ☐ b) Yes - on 1 or 2 evenings a week
☐ c) Yes - on 1 or 2 evenings a month ☐ d) Yes - on 1 or 2 evenings a term/semester
☐ e) Yes - on 1 or 2 evenings a year ☐ f) Never

9. Do you work in the weekends (excluding shift work/rostered duties)?

☐ a) Yes - most weekends ☐ b) Yes - on 1 or 2 weekends a month
☐ c) Yes - on 1 or 2 weekends a term/semester ☐ d) Yes - on 1 or 2 weekends a year
☐ e) Never

10. How much *actual* annual leave have you had in the past 12 months? *(Please answer to the nearest week.)*

☐ a) Less than 1 week ☐ b) About 1 week ☐ c) About 2 weeks ☐ d) About 3 weeks
☐ e) About 4 weeks ☐ f) About 5 weeks ☐ g) More than 5 weeks ☐ h) Not applicable

11. Below is a group of occupational, cultural, and gender networks developed for analysing this questionnaire. Please indicate which one(s) you identify with:

☐ a) Maori ☐ b) Woman ☐ c) College of Education employee ☐ d) Trades Tutor
☐ e) Health professional ☐ f) REAP employee ☐ g) Lecturer of a degree course ☐ h) Not applicable

SECTION B - STUDENT/STAFF INTERACTIONS AND INSTRUCTION

1. Has the number of students you teach overall changed in recent years (from 1989 onwards)?

☐ a) Increased - large amount ☐ b) Increased - small amount ☐ c) Stayed about the same
☐ d) Decreased - small amount ☐ e) Decreased - large amount ☐ f) Varies from year to year
☐ g) Not sure ☐ h) Do not teach ☐ i) Not applicable

2. If the number of students you teach has increased, has this had an impact on your workload?

☐ a) No impact ☐ b) Increased my workload ☐ c) Decreased my workload
☐ d) Not sure ☐ e) Not applicable

3. How many courses are you associated with this year as a lecturer/tutor/lab supervisor?

_____ course(s) per year

4. How many of these courses are components of a degree programme?

_____ course(s)

5. In term/semester-time this year how many hours per week, on average, do you spend on *direct contact teaching*?

_____ hour(s) per week

SECTION C - WORKLOAD ISSUES

1. Please indicate the proportion of your work time you spend, on average per year, on the following key areas (including work from extramural/conjoint courses, extension education and summer schools):

Note: your total for a) to e) should not be much higher than 100%

a) Teaching (planning/evaluating/in-class time/supervising/student queries)

☐ a) 1-10% ☐ b) 11-20% ☐ c) 21-30% ☐ d) 31-40% ☐ e) 41-50%
☐ f) 51-60% ☐ g) 61-70% ☐ h) 71-80% ☐ i) 81% + ☐ j) Not part of workload

b) Student pastoral care

☐ a) 1-10% ☐ b) 11-20% ☐ c) 21-30% ☐ d) 31-40% ☐ e) 41-50%
☐ f) 51-60% ☐ g) 61-70% ☐ h) 71-80% ☐ i) 81% + ☐ j) Not part of workload

c) Personal-professional development (studying, training, attending conferences)

☐ a) 1-10% ☐ b) 11-20% ☐ c) 21-30% ☐ d) 31-40% ☐ e) 41-50%
☐ f) 51-60% ☐ g) 61-70% ☐ h) 71-80% ☐ i) 81% + ☐ j) Not part of workload

d) Internal administration/meetings

☐ a) 1-10% ☐ b) 11-20% ☐ c) 21-30% ☐ d) 31-40% ☐ e) 41-50%
☐ f) 51-60% ☐ g) 61-70% ☐ h) 71-80% ☐ i) 81% + ☐ j) Not part of workload

e) Other areas (e.g., clinical work, teaching practice, hui - please describe:) _____

☐ a) 1-10% ☐ b) 11-20% ☐ c) 21-30% ☐ d) 31-40% ☐ e) 41-50%
☐ f) 51-60% ☐ g) 61-70% ☐ h) 71-80% ☐ i) 81% + ☐ j) Not part of workload

If you have been in your current job for less than 6 months please go to q.5, next page.

2. Please indicate whether your workload in the following areas has *changed* in recent years (including work from extramural/conjoint courses, extension education and summer schools):

a) Contact teaching

☐ a) Increased ☐ b) Decreased ☐ c) Stayed the same ☐ d) Not sure ☐ e) Not part of workload

b) Course planning/curriculum development

☐ a) Increased ☐ b) Decreased ☐ c) Stayed the same ☐ d) Not sure ☐ e) Not part of workload

c) Marking and assessment/moderation

☐ a) Increased ☐ b) Decreased ☐ c) Stayed the same ☐ d) Not sure ☐ e) Not part of workload

d) Student queries/supervision

☐ a) Increased ☐ b) Decreased ☐ c) Stayed the same ☐ d) Not sure ☐ e) Not part of workload

e) Student pastoral care

☐ a) Increased ☐ b) Decreased ☐ c) Stayed the same ☐ d) Not sure ☐ e) Not part of workload

f) Professional development/training/attending conferences

☐ a) Increased ☐ b) Decreased ☐ c) Stayed the same ☐ d) Not sure ☐ e) Not part of workload

g) Personal skill up-grading/qualification attainment

☐ a) Increased ☐ b) Decreased ☐ c) Stayed the same ☐ d) Not sure ☐ e) Not part of workload

h) Research/writing/publishing

☐ a) Increased ☐ b) Decreased ☐ c) Stayed the same ☐ d) Not sure ☐ e) Not part of workload

i) Consultancy work/professional services

☐ a) Increased ☐ b) Decreased ☐ c) Stayed the same ☐ d) Not sure ☐ e) Not part of workload

j) Internal administration/advisory committees

☐ a) Increased ☐ b) Decreased ☐ c) Stayed the same ☐ d) Not sure ☐ e) Not part of workload

k) Cultural requirements (e.g., noho marae)

☐ a) Increased ☐ b) Decreased ☐ c) Stayed the same ☐ d) Not sure ☐ e) Not part of workload

l) Other areas (e.g., clinical work, teaching practice)

☐ a) Increased ☐ b) Decreased ☐ c) Stayed the same ☐ d) Not sure ☐ e) Not part of workload

(Please describe)

f 1 2 3
4 5 6
7 8 9

3. Do you think your workload has changed in *total* in recent years?

☐ a) Increased ☐ b) Decreased ☐ c) Stayed about the same ☐ d) Not sure ☐ e) Not applicable

If your workload has not changed please go to q.5, below.

4. What are the reasons for the changes to your workload? *(Please tick any boxes that apply.)*

☐ a) A change in job position
☐ b) Working with different colleagues
☐ c) Greater number of students
☐ d) Greater number of staff
☐ e) Greater student expectations/demands
☐ f) Increased familiarity with job
☐ g) New or expanded job requirements
☐ h) Decrease in job requirements
☐ i) Cultural requirements/expectations
☐ j) Granting of degree status to course(s)
☐ k) Changes to area/faculty funding
☐ l) Organisational changes in area/faculty
☐ m) Requirements of new legislation
☐ n) Requirements of Qualifications Framework
☐ o) Advent of Industry Training Organisations
☐ p) Changes in overall institution management
☐ q) Changes to reporting/administration requirements
☐ r) Changes due to Employment Contracts Act
☐ s) New/changed buildings/work spaces
☐ t) New/changed equipment
☐ u) Changes due to semesterisation
☐ v) Personal reasons (e.g., health, age)
☐ w) Not sure what caused changes
☐ x) No changes noticed
☐ y) Other **(please describe)**

z 1 2 3
4 5 6
7 8 9

5. Would you describe your current workload as safe, reasonable, and equitable?

☐ a) Yes - always ☐ b) Yes - often ☐ c) Sometimes ☐ d) No - not often ☐ e) No - never
☐ f) Not sure

6. Do you expect the level of your workload to change in the next 3 years?

☐ a) Increase ☐ b) Decrease ☐ c) Stay about the same ☐ d) Not sure

7. **How do you view the balance of your workload in teaching, pastoral care, professional development, and administration?** *(Please tick any boxes that apply.)*

☐ a) Prefer more teaching
☐ b) Prefer less teaching
☐ c) Prefer more pastoral care
☐ d) Prefer less pastoral care
☐ e) Prefer more professional development
☐ f) Prefer less professional development
☐ g) Prefer more administration
☐ h) Prefer less administration
☐ i) Content with the balance
☐ j) Not sure
☐ k) Not applicable
☐ l) Other **(please describe)**

_____

_____

_____

m 1 2 3
4 5 6
7 8 9

8. **Have you noticed any changes in recent years to the following areas of your work?**

(You may feel that more than one category per question best describes your situation - please tick all boxes that apply.)

a) The quality of your teaching

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

b) The quality of your course planning/curriculum development

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

c) The quality of your interactions with students

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

d) The quality of your interactions with colleagues in your institution

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

e) The quality of your interactions with polytechnic/college management staff

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

f) The quality of your interactions with clients outside the polytechnic/college

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

g) Your ability to take advantage of personal-professional development opportunities

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

h) The quality of your research work

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

i) The quality of the administration, organisation, and planning in your faculty/school

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

j) The quality of management within your institution

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

k) The level of funding for your area

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

l) The method of funding for your area

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

m) The quality of the resources/equipment you work with

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

n) The quality of your work environment (space, lighting, etc.)

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

o) The quality of student evaluations of your teaching

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

p) The quality of performance reviews and appraisals of your work

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

q) Your career prospects/promotion opportunities

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

r) Your ability to take advantage of entitled leave

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

s) The level of autonomy in your job

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

t) Your ability to be innovative in your teaching

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

u) Your ability to promote innovation in your students' work

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

v) The quality of your working life in general

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

(please comment:)

_____ f 1 2 3

_____ 4 5 6

_____ 7 8 9

9. Please indicate the recent pace of change, if any, you have experienced in the following areas of your work:

a) Teaching content

☐ a) Very slow ☐ b) Slow ☐ c) Moderate ☐ d) Fast ☐ e) Very fast ☐ f) Not sure/not applicable

b) Teaching processes/methods

☐ a) Very slow ☐ b) Slow ☐ c) Moderate ☐ d) Fast ☐ e) Very fast ☐ f) Not sure/not applicable

c) Teaching administration

☐ a) Very slow ☐ b) Slow ☐ c) Moderate ☐ d) Fast ☐ e) Very fast ☐ f) Not sure/not applicable

If your workload or work situation has not changed in any way please go to q.11, below.

10. If your workload or work situation has changed in any way has this had any effect on:

a) Your physical health

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

b) Your emotional health

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

c) Your family life/personal life/relationships

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

d) Your annual leave/holidays

☐ a) No change ☐ b) Improved ☐ c) Deteriorated ☐ d) Not sure ☐ e) Not applicable

11. Have you ever suffered from a work-related injury or stress illness while working in a New Zealand polytechnic/college of education?

☐ a) Yes ☐ b) No ☐ c) Not sure

12. Do you think your salary adequately reflects the demands of your job?

☐ a) Yes ☐ b) No ☐ c) Not sure

13. Please indicate if you have participated in any of the following activities in the last 3 years:

☐ a) Staff development courses ☐ b) Conferences or seminars ☐ c) Work towards a qualification
☐ d) Stress management courses

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14. Do you feel you have been given reasonable training to adequately cope with:

	Yes (a)	No (b)	Not sure (c)	Not applicable (d)
a) The everyday requirements of your job	☐	☐	☐	☐
b) New job responsibilities/courses	☐	☐	☐	☐
c) New technology/computers/equipment	☐	☐	☐	☐
d) New administration and procedural requirements	☐	☐	☐	☐

SECTION D - STRESS AND WORK PRESSURES

1. Do you find your job stressful?

☐ a) Almost never ☐ b) Sometimes ☐ c) Often ☐ d) Almost always

2. If you find your job stressful, what are the 3 things that cause the *most* stress for you?

1st -

_____ a 1 2 3

_____ 4 5 6

_____ 7 8 9

2nd -

_____ b 1 2 3

_____ 4 5 6

_____ 7 8 9

3rd -

_____ c 1 2 3

_____ 4 5 6

_____ 7 8 9

3. Please rate how often you find the following workload and work-related factors a source of stress or pressure using the key below: *(Please tick only one box per question.)*

0 - **N**ot **A**pplicable
1 - **N**ever a source of stress or pressure
2 - **R**arely a source of stress or pressure
3 - **S**ometimes a source of stress or pressure
4 - **O**ften a source of stress or pressure
5 - **A**lways a source of stress or pressure

		N/A 0	N 1	R 2	S 3	O 4	A 5
a)	Contact teaching	☐	☐	☐	☐	☐	☐
b)	Course planning/curriculum development	☐	☐	☐	☐	☐	☐
c)	Marking and assessment/moderation	☐	☐	☐	☐	☐	☐
d)	Student queries/supervision	☐	☐	☐	☐	☐	☐
e)	Student pastoral care	☐	☐	☐	☐	☐	☐
f)	Professional development/training/attending conferences	☐	☐	☐	☐	☐	☐
g)	Personal skill up-grading/qualification attainment	☐	☐	☐	☐	☐	☐
h)	Research/writing/publishing	☐	☐	☐	☐	☐	☐
i)	Consultancy work/professional services	☐	☐	☐	☐	☐	☐
j)	Internal administration/meetings	☐	☐	☐	☐	☐	☐
k)	Student numbers/class sizes	☐	☐	☐	☐	☐	☐
l)	Cultural requirements	☐	☐	☐	☐	☐	☐
m)	Overall level of workload	☐	☐	☐	☐	☐	☐
n)	Irregularity/unpredictability of workload	☐	☐	☐	☐	☐	☐
o)	Interruptions to work/demands	☐	☐	☐	☐	☐	☐
p)	Recognition for work	☐	☐	☐	☐	☐	☐
q)	Feedback about work	☐	☐	☐	☐	☐	☐
r)	Quality of your work	☐	☐	☐	☐	☐	☐
s)	Clarity of job position/description/roles	☐	☐	☐	☐	☐	☐
t)	Understanding of new policies (e.g., qualifications framework)	☐	☐	☐	☐	☐	☐
u)	Job security	☐	☐	☐	☐	☐	☐
v)	Job autonomy/academic freedom	☐	☐	☐	☐	☐	☐
w)	Promotion/career prospects	☐	☐	☐	☐	☐	☐
x)	Level and method of funding for your area	☐	☐	☐	☐	☐	☐
y)	Staffing levels in your area	☐	☐	☐	☐	☐	☐
z)	Availability of relieving staff for your job	☐	☐	☐	☐	☐	☐
aa)	Office/work/teaching space	☐	☐	☐	☐	☐	☐
ba)	Equipment and technology	☐	☐	☐	☐	☐	☐
ca)	Relations with students	☐	☐	☐	☐	☐	☐
da)	Student expectations	☐	☐	☐	☐	☐	☐
ea)	Relations with those supervised	☐	☐	☐	☐	☐	☐
fa)	Relations with supervisors	☐	☐	☐	☐	☐	☐
ga)	Relations with colleagues	☐	☐	☐	☐	☐	☐
ha)	Relations with outside clients	☐	☐	☐	☐	☐	☐
ia)	Involvement with ASTE	☐	☐	☐	☐	☐	☐
ja)	Department/faculty organisation	☐	☐	☐	☐	☐	☐
ka)	Institution management	☐	☐	☐	☐	☐	☐
la)	Institution climate/morale	☐	☐	☐	☐	☐	☐

4. Do you feel your job has become more or less stressful in recent years?

☐ a) Much more stressful ☐ b) More stressful ☐ c) About the same
☐ d) Less stressful ☐ e) Much less stressful ☐ f) New to job

5. Do you expect your job to become more or less stressful in future?

☐ a) Much more stressful ☐ b) More stressful ☐ c) About the same
☐ d) Less stressful ☐ e) Much less stressful ☐ f) Not sure

6. Are you generally satisfied with your job?

☐ a) Yes - very satisfied ☐ b) Yes - satisfied ☐ c) Neutral
☐ d) No - dissatisfied ☐ e) No - very dissatisfied ☐ f) Not sure

7. Do you feel that your job has become more or less satisfying in recent years?

☐ a) Much more satisfying ☐ b) More satisfying ☐ c) About the same
☐ d) Less satisfying ☐ e) Much less satisfying ☐ f) New to job
☐ g) Not sure

8. If you could change 3 things about your job to make it *more* worthwhile for you - what would these be?

1st change -

_____ a 1 2 3
_____ 4 5 6
_____ 7 8 9

2nd change -

_____ b 1 2 3
_____ 4 5 6
_____ 7 8 9

3rd change -

_____ c 1 2 3
_____ 4 5 6
_____ 7 8 9

9. What are the 3 major issues (if any) at your institution that currently concern you?

1st issue -

_____ a 1 2 3
_____ 4 5 6
_____ 7 8 9

2nd issue -

_____ b 1 2 3
_____ 4 5 6
_____ 7 8 9

3rd issue -

_____ c 1 2 3
_____ 4 5 6
_____ 7 8 9

10. Please rate the following list of *potential* goals for your educational institution, using the key below:
(Please tick only one box per question.)

0 - **N**ot **A**pplicable
1 - **N**ever important
2 - **S**eldom important
3 - **M**oderately important
4 - **O**ften important
5 - **A**lways important

	N/A 0	N 1	S 2	M 3	O 4	A 5
a) Excellence in teaching	☐	☐	☐	☐	☐	☐
b) Improved teaching facilities	☐	☐	☐	☐	☐	☐
c) Improved study facilities for students	☐	☐	☐	☐	☐	☐
d) Expanding range of subjects	☐	☐	☐	☐	☐	☐
e) Increased qualifications for staff	☐	☐	☐	☐	☐	☐
f) Increased qualifications for students	☐	☐	☐	☐	☐	☐
g) Excellence in research	☐	☐	☐	☐	☐	☐
h) Recognition for institution	☐	☐	☐	☐	☐	☐
i) Increased funding	☐	☐	☐	☐	☐	☐
j) Interaction with community	☐	☐	☐	☐	☐	☐
k) Promoting cultural understanding	☐	☐	☐	☐	☐	☐
l) High calibre management	☐	☐	☐	☐	☐	☐
m) Growth in staff numbers	☐	☐	☐	☐	☐	☐
n) Growth in student numbers	☐	☐	☐	☐	☐	☐

SECTION E - BACKGROUND INFORMATION

1. Please indicate your age:

☐ a) Less than 20 ☐ b) 21-30 ☐ c) 31-40 ☐ d) 41-50 ☐ e) 51-60 ☐ f) 61+

2. Your gender:

☐ a) Female ☐ b) Male

3. Please indicate the ethnic group(s) you belong to:

☐ a) Pakeha/European ☐ b) Maori ☐ c) Pacific Island ☐ d) Asian ☐ e) Other **(please describe)**

_____

f 123
456
789

4. Please indicate how much you are paid:

☐ a) Less than $10,000 ☐ b) $ 10,001 - 20,000 ☐ c) $ 20,001 - 30,000 ☐ d) $ 30,001 - 40,000
☐ e) $ 40,001 - 50,000 ☐ f) $ 50,001 - 60,000 ☐ g) $ 60,001 - 70,000 ☐ h) $ 70,001 - 80,000
☐ i) $ 80,001 - 90,000 ☐ j) $ 90,001 +

5. Do you think you will be in employed in the tertiary education sector in 5 years' time?

☐ a) Yes ☐ b) Not sure ☐ c) No **(please describe your reason)**

_____ d123

_____ 456

_____ 789

ADDITIONAL SECTIONS FOR MĀORI RESPONDENTS

SECTION F - OCCUPATIONAL DETAILS

1. Please indicate the area/department/faculty of your major teaching commitment? (e.g., health, Māori, trades)

X123
456
789

_____

SECTION G - WORKLOAD ISSUES

1. What is the average number of hours per week that you spend on the following work areas? *(Please answer to the nearest hour and give a weekly average for term/semester time)*

a) Pastoral care of Māori students: _____ hours per week.

b) Providing Māori input into meetings and committees: _____ hours per week.

c) Attending pōwhiri, kapa haka, etc: _____ hours per week.

d) Professional/personal cultural development: _____ hours per week.

e) Managing the institution marae: _____ hours per week.

f) Translating and marking papers written in Māori: _____ hours per week.

g) Noho marae: _____ hours per week.

2. Do you think your *total* workload in these areas has changed in recent years (since 1989) ?

☐ a) Increased ☐ b) Decreased ☐ c) Stayed about the same ☐ d) Not sure ☐ e) Not applicable

3. Are these work roles *additional* requirements or *specified* components of your job description?

	Additional role (a)	Specified role (b)	Both (c)	Not sure/not applicable (d)
a) Pastoral care of Māori students	☐	☐	☐	☐
b) Providing Māori input into meetings and committees	☐	☐	☐	☐
c) Attending pōwhiri, kapa haka, etc	☐	☐	☐	☐
d) Professional/personal cultural development	☐	☐	☐	☐
e) Managing the institution marae	☐	☐	☐	☐
f) Translating and marking papers written in Māori	☐	☐	☐	☐
g) Noho marae	☐	☐	☐	☐

SECTION H - STRESS AND WORK PRESSURES

1. Please indicate how often you find the following workload, and work-related, factors a source of stress or pressure, using the key below:

0 - Not applicable
1 - Never a source of stress or pressure
2 - Rarely a source of stress or pressure
3 - Sometimes a source of stress or pressure
4 - Often a source of stress or pressure
5 - Always a source of stress or pressure

	0	1	2	3	4	5
a) Dual accountability to iwi *and* employer	☐	☐	☐	☐	☐	☐
b) Dual accountability to Māori faculty *and* area employed in	☐	☐	☐	☐	☐	☐
c) Justifying position/credibility	☐	☐	☐	☐	☐	☐
d) Student motivation	☐	☐	☐	☐	☐	☐
e) Racist remarks	☐	☐	☐	☐	☐	☐
f) Emphasis on Treaty of Waitangi issues	☐	☐	☐	☐	☐	☐
g) Relations with Pakeha and other non-Māori staff	☐	☐	☐	☐	☐	☐

Thank you very much for your time in completing this questionnaire.

Please return it to NZCER, PO Box 3237, Wellington, in the Freepost envelope provided by *Friday 27 October*.

APPENDIX C

WORK DIARIES FOR POLYTECHNIC AND COLLEGE OF EDUCATION STAFF, AND REAP STAFF

WORK DIARY FOR POLYTECHNIC AND COLLEGE OF EDUCATION STAFF

Code [ ]**Work Diary for the Week Thursday 5 October to Wednesday 11 October 1995** (Or .....)

INSTRUCTIONS FOR COMPLETION: (*Please read before filling out the diary)*

1. This diary is designed to show the pattern of work-related time-use for a 7 day period beginning Thursday 5 October, including the weekend.
2. If this week proves totally inconvenient or inappropriate, an acceptable, although less desirable, alternative would be Thursday 12 October to Wednesday 18 October (please modify the heading if you chose this).
3. Record entries to the nearest HALF HOUR. Any activity that takes less than half an hour on any one day, but which you consider significant in total over the week, can be marked to the nearest half hour in the weekly TOTAL column (i.e., the right hand column).
4. Aim to fill in each day's entries at the end of the day. Add across and down to get totals. Return diary in envelope provided to PO Box 3237, Wellington. It is a crucial part of the survey.

TASK	THU	FRI	SAT	SUN	MON	TUE	WED	TOTAL
a) Contact teaching								
b) Course planning/curriculum development/accreditation								
c) Marking and assessment/moderation								
d) Student queries/supervision								
e) Pastoral care - students								
f) Professional development/training/attending conferences								
g) Skill up-grading/qualification attainment								
h) Research/writing/publishing								
i) Consultancies/professional services								
j) Internal administration/meetings/advisory committees								
k) Other activities, e g , clinical work, cultural duties, teaching practice (please describe:)								
1.								
2.								
TOTAL								

94

95

WORK DIARY FOR REAP STAFF

Code | **]Work Diary for the Week Thursday 28 September to Wednesday 4 October 1995** (Or .....)

INSTRUCTIONS FOR COMPLETION: (*Please read before filling out the diary)*

1. This diary is designed to show the pattern of work-related time-use for a 7 day period beginning Thursday 28 September, including the weekend.
2. If this week proves totally inconvenient or inappropriate, an acceptable, although less desirable, alternative would be Thursday 5 October to Wednesday 11 October (Please modify the heading if you chose this).
3. Record entries to the nearest HALF HOUR. Any activity that takes less than half an hour on any one day, but which you consider significant in total over the week, can be marked to the nearest half hour in the weekly TOTAL column (i.e., the right hand column).
4. Aim to fill in each day's entries at the end of the day. Add across and down to get totals. Return diary in the envelope provided to PO Box 3237, Wellington. It is a crucial part of the survey.

TASK	THU	FRI	SAT	SUN	MON	TUE	WED	TOTAL
a) Programme development - course planning/facilitation/organisation/teaching								
b) Professional networking/liaison								
c) Professional development/training/skill up-grading								
d) Community/participant interactions								
e) Community/participant assessment, queries and/or care								
f) Consultancies								
g) Internal administration/meetings/management committees								
h) Word processing/copying/collating								
i) Travelling								
j) Other activities, e.g., cultural requirements, **(please describe below:)**								
1.								
2.								
TOTAL								

97